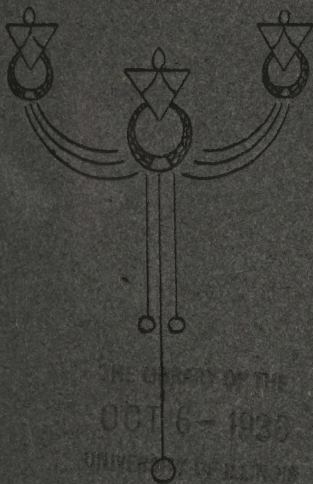


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# STUDENTS' HAND BOOK



Theodore Roosevelt High School  
Alton, Illinois







Theodore Roosevelt  
High School  
Students' Hand Book

*Containing information for new and old students, also, for parents and patrons, concerning school activities, school curriculums, high school subjects and courses of study.*

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# INTRODUCTION

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## PAST AND PRESENT OF THEODORE ROOSEVELT HIGH SCHOOL.

Until February 4th, 1919, this school was known as "The Alton High School," but at that time, the Board of Education voted to change the name to "The Theodore Roosevelt High School," in honor of Ex-President Roosevelt, who had recently died. It may be interesting to the present members of the student body to know something of the past history of the high school, to which they now belong. The information here given was taken from two sketches that appeared in "The Tatler," one in 1905 by Miss Jennie Bauman, the other in 1906 by Mrs. Angie Rand Schweppe.

The first high school was opened in the basement of the Unitarian Church in 1856. As Alton had at that time but two small buildings for school purposes, bonds were soon issued for a twelve room building, called for some time No. 2, now known as Lincoln School. The high school was then transferred to one of the rooms in this building and the course was fixed at two years. The superintendent, who acted also as principal of the High School, was a Mr. Raimond, who

had charge during '66 and '67. He was succeeded by Mr. H. L. Smith, '68 and '70, with Misses Erwin and Hurwood assistant teachers. The first class, six in number, graduated in 1870. In 1870, Mr. E. A. Haight was superintendent and principal, with Miss Barker as assistant, but from 1871 to '73, Miss Barker acted as principal.

In the fall of 1870, the curriculum was extended to three years, so that no class graduated in 1871. In 1872, seven graduated and in 1873 fourteen. Mrs. E. A. Haight in 1873 became principal and remained until 1875. In that year Mr. R. A. Haight was chosen as principal and held the position until 1880, when he was elected superintendent to succeed his brother, Mr. E. A. Haight. Mr. R. A. Haight was followed by Mr. F. D. Rood, who remained until 1882, and was succeeded by Mr. J. D. Roberts, who resigned in 1884. Mr. W. L. Tarbet took charge in 1884 and until 1890. The next principal was Mr. George A. Shepherdson from 1890 to 1893, and he was succeeded by Mr. (now Dr.) G. E. Wilkinson in 1893. Mr. Wilkinson resigned in 1896. During his term he introduced the four year course, placing the high school on a par with the best in the state. In 1896, Mr. J. E. Turner became principal, remaining until 1906, when Mr. B. C. Richardson was elected. Mr. R. A. Haight remained as superintendent of

schools from 1880 until June, 1918, when he was elected Commissioner of Supplies. Mr. W. C. Reavis of Harris Teachers' College, St. Louis, was elected superintendent, taking office in August, 1918.

One room at the Lincoln School, then two, three and later the entire upper floor were used for the High School. Finally two rooms on the second floor were added, and then it was decided to submit to the voters the proposition for a new high school building. It was carried with bonds authorized to the amount of \$50,000. The present building was begun in 1902, the cornerstone was laid by the Masonic Fraternity on June 11th and in the fall of that year the building was ready for occupancy. The change to the new building brought a rapid increase in the enrollment of students. In 1895, the enrollment was 126, in 1905 the enrollment had reached 243. At present, due to the annexation of North Alton and Upper Alton, and on account of the recent industrial and business development of the city, the enrollment has reached 515. The prospect is that from 500 to 550 students will enroll next fall. This means that the present building, commodious as it seemed in 1902, has been outgrown and that the time is approaching when Alton should have a new and modern high school, with capacity for 1,000 students. Such a building is a necessity,

because the present quarters are crowded and will become more so next year. The manual training department is badly in need of room; they have no finishing room, no storage room and no room for forge or metal work or for industrial work. The commercial department is badly crowded also, as the work is becoming increasingly popular, and more rooms are needed. Supervised study has proven well worth while, not only in many other schools, but in our own as well. More rooms for this work are needed. The gymnasium is much too small and is not properly constructed either for spectators or players. A new modern gymnasium with a bathing pool and with properly equipped bath and dressing rooms is needed. A new building would supply among many other conveniences a new auditorium, built along modern lines, something which would meet a real need in our community. Therefore, every high school student who realizes what a boon a high school education is and how valuable it is both to the students and the community should do all in his power to create sentiment in favor of this enlarged program for Alton.



# Student's Hand Book

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## PART I.

### I. THE BUILDING.

The High School building consists of the main building and the annex. It contains, in addition to the assembly hall offices, cloakrooms, etc., 21 classrooms.

In the basement of the main building are the gymnasium, dressing rooms, the domestic science department, the cafeteria, and the grade manual training department.

On the first floor are the offices of the Superintendent and of the Board of Education, two cloakrooms and seven classrooms.

On the second floor are the assembly hall, the library, the principal's office, two cloakrooms and two classrooms.

On the third floor there are five classrooms.

The annex contains the High School manual training department and four classrooms.

#### **Dressing Rooms and Cloakrooms.**

Dressing rooms and cloakrooms for girls are in the east side of the main building, those for

boys in the west side; dressing rooms in the basement, cloakrooms for first and second year pupils on the first floor, those for third and fourth year pupils on the second floor. In the basement there is also a cloak room for girls who bring their lunch.

### **Classrooms.**

Classrooms 1-7 are on the first floor of the main building! numbers begin at the northeast corner, opposite the superintendent's office.

Classrooms 8 and 9 are on the second floor, opposite the assembly hall; the principal's office lies between them.

Classrooms 10-13 are on the third floor in the west side of the main building, numbers beginning at the top of the stairway.

Classroom 14 is on the third floor of the main building in the east tower; classroom 15 (domestic science) is in the basement of this building.

Classroom 17 (manual training) is in the basement of the annex. Classrooms 18 and 19 (bookkeeping and sewing) are on the first floor of the annex, 20 and 21 (physics and typewriting) are on the second floor.

## **FOR THE NEW STUDENT.**

### **II. REGISTRATION**

#### **1. Enrollment Cards and Blanks.**

Upon entering high school every student must

present his credentials from his previous school, either a diploma from the eighth grade of the city or a diploma from the county superintendent or credits from a school in another city. When these have been accepted he is then given an enrollment card to fill out. All the information called for should be given accurately and the card should be filled out neatly with clear handwriting. After his first year, the student will be asked to fill out each semester, an enrollment blank, giving any change in address, and the list of subjects he desires to study. These should be handed in without delay.

## **2. Program Cards.**

As soon as possible, after the student has decided upon his program, he should fill out a program card which tells where he may be found and what he will be doing during each period of the school day. Also, there is space to indicate at what hours of the day he will study certain subjects at home. This will make up what is called his study program.

The study program is exceedingly important in order to accomplish the best work. It provides a definite time to do a specific thing, and while a variation from the order may occasionally be necessary, as a rule, the student who follows his program carefully will get all his work done every day. Steady, regular, every day preparation will enable a student of medium

ability to surpass the most brilliant who work only in spurts and according to moods and impulses.

The program card should be made out triplicate (copies of three), one for the student himself, one for the office and one for the assembly room teacher.

### **3. Extra Work.**

No pupil is permitted to carry more than twenty periods per week, counting all laboratory periods and unprepared work as half time, without special permission from his faculty adviser and from the principal.

## **III. SCHOOL HOURS.**

### **1. Opening and Closing.**

Ordinarily, school opens at 8:45 and closes at 3:10, but special conditions may be met by opening and closing at different hours than these.

### **2. Length of Periods.**

Periods are forty-five minutes long, except the lunch periods which are thirty minutes long. The first lunch period begins at 11:28 and ends at 11:58 a. m. Students who have the first lunch period and no recitation following it should be in the assembly room at 11:58 daily. The second lunch period extends from 12:17 to 12:47. Those who have no recitation at this time, and who have already eaten lunch, should be in assembly room this period. Any student desiring

to go home to lunch may do so by securing an excuse from home and presenting it at the office, when he will be given a printed form excuse to show to his class and assembly room teachers.

Since recitations are going on continually from the beginning to the close of school, it is necessary that students be quiet in the halls, both at noon periods and at other periods as well. There should be no loud talking or laughing and the really thoughtful and considerate student will not need to be reminded to be quiet.

#### IV. ABSENCE AND TARDINESS

##### 1. Excuse For Absence.

Whenever a student is absent, he is not to resume work until he has permission from the office in the form of a printed slip. This slip he may obtain, in two ways, either by bringing an excuse from home or by going to the office and asking for his slip, also stating when he will bring his excuse from home. If he fails to bring his excuse from home within a reasonable time, he may be sent home after it. Upon the printed slip is indicated whether the work may be made up or not, the privilege of making up work being granted, only in case of sickness or some other unavoidable cause of absence. However, if a student will speak to his teachers and make up his work before hand, he may make up his work for

almost any kind of absence. Students who are suspended from class can not make up work. The printed slip should be signed by each teacher concerned and returned to the office.

## **2. Special Excuses.**

If a student desires to leave school before the close of the session, he must secure from the office, a special excuse slip, which is given on the same terms as the regular excuse for absence. This special excuse slip must be signed by all teachers concerned and left in the office before the student goes from the building. These special excuses are of two kinds, temporary excuses, when a student desires, with his parents' consent, to be excused until a certain time in the morning or at a certain time of the day, and standing excuses. But it should be remembered that all special excuses must be signed and deposited in the office before they are effective.

## **3. Tardiness.**

It is easy to slip into the habit of being late, and everything possible is done to discourage tardiness in the Roosevelt High School. In spite of the effort, however, there is much more tardiness than there should be. The best way to overcome this fault is for each student to determine that as far as he is personally concerned, no tardy mark shall be credited to him. Recently the student council has taken up the



matter and hope to check tardiness among the various classes.

If a pupil is so careless or so unfortunate as to be tardy, he should go at once to the office and ask for the printed slip to take to the teacher for whose class he is late, stating, also, the cause of his tardiness and when he will bring an excuse from home. If the tardiness is unavoidable he will not be asked to make up time; but if he is tardy through carelessness, he may be asked to remain after school a certain amount of time to cover his tardiness. The amount of time to **be made up** should be in about the proportion of ten to one for the minutes he is late.

## V. FACULTY ADVISERS.

Each student in the high school is assigned to some member of the faculty who is to act as his adviser, who is to look after his work, to make out his report and have general supervision of his conduct. The student should early form the habit in his school course of consulting his faculty adviser regarding any problem of difficulty with which he may meet, and thus save himself much trouble later. Students who intend going to college are specially urged to consult, soon after entrance, with their advisers regarding their work that they may so shape their curriculum as to meet the entrance requirements.

## VI. GRADES AND REPORTS.

1. A change has recently been made in the

system of grades employed to evaluate a student's work in school. Formerly figures were used and students were marked 80, 85, or 95, etc., as the teacher might consider fair. Since it is really impossible for a teacher to actually determine that one pupil is worth 85 and another 86, and since there is so wide a difference among teachers as to what work should be marked 75 or 85, or more, it has been decided to employ letters instead of figures, allowing a letter to represent a general grade of work.

Hence:—

Excellent work will be marked .....A

Good work will be marked .....B

Fair work will be marked .....C

Poor, but passing work will be marked D

Failing work will be marked .....E

2. Reports are made out by the Faculty Advisers or Record Teachers, as they are sometimes called, every quarter, that is every ten weeks. They should be taken home by the students and presented to the parents, who after examining them carefully, should sign and return them to the students, who will hand them to their faculty adviser.

## VII. EXAMINATIONS.

A new plan has been suggested with reference to examinations which will be tested this spring and is as follows:

1. Preliminary examinations or tests will be given as heretofore, every four weeks or so, these to count one-third in making up the student's grade.

2. At the end of the semester, a general review in all subjects will be given to all students, no matter what grades they may have. The semester average will then be computed and students will know whether they have passed or failed.

3. Those who have failed to pass, may, if they desire, have another examination, known as the final examination, and if a grade high enough is made so as to raise their average to passing, they will receive credit for the subject. In making up the final average, the final examination will count one-fourth.

## PART II—School Curriculums

### I. CHOOSING A CURRICULUM.

First, determine as definitely as possible whether you wish a general or special education, and whether you are going to college or not. Second, if you are not going to college, and expect to enter some vocation, select the group listed under that curriculum in which you are most interested and elect the remainder of your credits from subjects related as closely as possible to your chosen vocation. On the other hand, if you expect to attend college, decide as early as possible to which institution you are going, look up its entrance requirements and make your work conform to those requirements. Again, if your intention is to enter neither college nor a vocation, choose your curriculum according to your own tastes and abilities.

Third, choose your curriculum carefully, since it may not be changed after the first year, except by special permission of your parents, and with the advice of your faculty adviser. Any subject in the High School is open to election after the general and curriculum requirements have been met.

### II. REQUIREMENTS FOR GRADUATION

1. Completion of two majors—that is, two subjects carried for three years each, of which one must be English.

2. Completion of two minors—two subjects carried two years each.

3. Completion of American History, Civics, Physiology and four years of Physical Training.

4. Enough electives to make up at least sixteen credits—a credit being given for a prepared subject reciting five times a week for forty weeks or for a subject requiring no outside preparation reciting a double period five times a week for forty weeks.

The various subjects offered in the High School have been arranged in fifteen curriculums under three general divisions, General High School, Vocational and College Entrance. Under General High School are found five, specializing in English, History, Foreign Language, Science and Mathematics. Under Vocational five, Four Year Commercial, Two Year Commercial, Manual Arts, Fine Arts and Household Arts. Under College Entrance five, preparing for entrance to Liberal Arts and Science, Commerce and Business, Engineering, Agriculture and Music.

### III. CURRICULUMS.

In addition to the general requirements for graduation, namely, American History, Civics, Physiology and four years of Physical Culture, the following subjects are required in the various curriculums. The remaining credits may be made by the election of any subject in the High

School course, under the credit regulations and subject to the approval of the faculty adviser.

### 1. General High School Group.

These are intended as higher curriculums for those who do not expect either to go to college or to enter a vocation.

#### 1. English Credits

Additional English .....	1
Latin .....	2
English History .....	$\frac{1}{2}$

#### 2. History

Ancient History .....	1
Medieval and modern History .....	1
Economics .....	$\frac{1}{2}$

#### 3. Foreign Language

Latin or French .....	4
Ancient History .....	1

If French is taken Modern History may be substituted for Ancient.

#### 4. Science

Physical Geography .....	$\frac{1}{2}$
Zoology .....	$\frac{1}{2}$
Botany .....	$\frac{1}{2}$
Algebra .....	1
Plane Geometry .....	1
Physics .....	1
Chemistry .....	1

#### 5. Mathematics.

Algebra .....	1
Plane Geometry .....	1



Advanced Algebra .....	$\frac{1}{2}$
Solid Geometry .....	$\frac{1}{2}$

## II. VOCATIONAL GROUP

These curriculums are intended for those who wish to specialize in subjects more directly related to their chosen vocations.

### 1. Four Year Commercial.

It is recommended that a General High School curriculum be selected for the first two years and the commercial subjects taken the last two. Business English should be taken instead of Second Year English and Commercial Arithmetic may be taken instead of Algebra.

	Credits
Stenography .....	2
Typewriting .....	1
Bookkeeping .....	1
Commercial Arithmetic .....	1
Commercial Geography .....	1
Penmanship and Spelling .....	$\frac{1}{2}$

### 2. Two Year Commercial

For this curriculum no diploma is awarded but a Certificate is given.

First Year English .....	1
Business English .....	1
Commercial Arithmetic .....	1
Commercial Geography .....	1
Bookkeeping .....	1
Stenography .....	2

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Typewriting .....	1
Penmanship and Spelling .....	1½
<b>3. Manual Arts.</b>	
Elementary Woodwork .....	1
Shop Arithmetic .....	1½
Cabinet Making .....	2
Mechanical Drawing .....	1
Architectural Drawing .....	1½
Machine Drawing .....	1½
Wood Turning .....	1½
<b>4. Fine Arts.</b>	
a. ART.	
Freehand Drawing and Painting .....	2
Design .....	1
Historic Ornament and History of Art...	1
b. MUSIC.	
Mixed Chorus .....	1½
Girls' or Boys' Chorus or Orchestra ....	1½
Musical Appreciation .....	1
Harmony .....	1
<b>5. Household Arts.</b>	
Cooking .....	1
Sewing .....	1

### 3. COLLEGE ENTRANCE GROUP

These curriculums prepare for entrance at the University of Illinois and at Illinois Normal Schools. The High School has been a member of the North Central Association since 1902 and graduates may enter any standard institution of

the Middle West or Pacific Coast and many in the East without examination provided they have taken the proper subjects in High School. In addition to the general requirements for graduation, the subjects below are necessary for entrance to the college indicated.

### 1. Liberal Arts and Sciences.

	Credits.
Algebra .....	1
Plane Geometry .....	1
Science .....	$\frac{1}{2}$ or 1
Foreign Language .....	2
(For Chemical Engineering or Chemistry take French and one additional unit of science).	

### 2. Commerce and Business.

	Credits.
Algebra .....	1
Plane Geometry .....	1
Science .....	$\frac{1}{2}$ or 1
Either Foreign Language or Advanced Algebra and Solid Geometry or another unit in Science .....	1

### 3. Engineering.

	Credits.
Algebra .....	1
Plane Geometry .....	1
Advanced Algebra .....	$\frac{1}{2}$
Solid Geometry .....	$\frac{1}{2}$
Science .....	$\frac{1}{2}$ or 1

**4. Agriculture and Household Science.****Credits.**

Algebra .....	1
Plane Geometry .....	1
Science .....	$\frac{1}{2}$ or 1
(Physics is required in Household Science).	

**5. Music.****Credits.**

Science .....	$\frac{1}{2}$ or 1
Practical Music .....	2
Algebra .....	1
Plane Geometry.....	1
Foreign Language .....	2

**IV. SUGGESTIONS FOR STUDY.**

Habits of study are of as great importance as the mastery of the subjects in the curriculum. The ability to hold one's mind to a given line of thought for a definite period of time is of untold value. The more progress made in a subject, the more easily should the lesson in that subject be learned. Your daily aim should be to learn your lesson in less time and to learn it better each day. The following suggestions may be helpful:

1. Enter school with some definite purpose in view. Never lose sight of your purpose.
2. Secure all the information that you can about the school, study the various curriculums

offered before selecting any line of work.

3. Get all the help that you can from your faculty adviser and your teachers. Make yourself known to them and tell them your problems

4. Determine to do your level best in every way. Have a regular time for everything you do. Make out a study program and follow it as closely as possible.

5. Study your lesson as quickly after the assignment is made as it is possible to do so.

6. Do not lose time getting ready for study. Sit down and begin work at once. Concentrate on your work, i. e., put your mind on it and let nothing disturb you. Have the will to learn.

7. Connect the important facts of the new lesson with facts previously learned.

8. Understand the lesson assignment. Learn to take notes on the suggestions given by the teacher when the lesson is assigned. Be careful to learn what outside reading or material is necessary.

9. In many kinds of work it is best to go over the lesson quickly, then to go over it again carefully; e. g. before beginning the translation of a foreign language, read the passage through and see how much you can understand before consulting the vocabulary.

10. Do individual study. Learn to form your own judgments, to work your own problems.

11. Try to put the facts you are learning in-

to practical use if possible. Apply them to present day conditions. Illustrate them in terms familiar to you.

12. Talk to your parents about your school work. Discuss with them points that interest you.

13. Review your lessons frequently. This will help you to master points that you did not understand.

14. Prepare each lesson every day. The habit of meeting each requirement punctually is of extreme importance.

15. Study regularly, intelligently, persistently.

## PART III—Department of Instruction

### I. ENGLISH.

In general, the immediate aim of high school English is two-fold:

(a). To give the pupils command of the art of communication in speech and in writing.

(b) To teach them to read thoughtfully and with appreciation, to form in them a taste for good reading, and to teach them how to find books that are worth while.

#### 1. First Year.

Aim of the first year's work is to arouse an intelligent interest in the structure of the whole composition and the coherence of its parts, to broaden the pupils knowledge of grammar and to make the misspelling of common words an uncommon occurrence.

Semester I. Five periods a week, twelve weeks of composition, with particular attention to letter writing, both social and business, with due regard to spelling, punctuation, capitalization, and the other minimum essentials.

Eight weeks of reading: The Iliad, Vision of Sir Launfal and some short story are selected.

Titles from which selection for individual reading may be made for both semesters are:

- 1 Autobiography of Franklin.

- 2 By Right of Conquest
- 3 The Call of the Wild
- 4 Captain Courageous
- 5 The Conspirators
- 6 Cooper's Books
- 7 The Crisis
- 8 David Copperfield
- 9 Fighting to Win
- 10 The Firing Line
- 11 Fisherman's Luck
- 12 Huckleberry Finn
- 13 Kidnapped
- 14 Kim
- 15 The Little Shepherd of Kingdom Come
- 16 Lorna Doone
- 17 The Man on the Box
- 18 Man Without a Country
- 19 Pickwick Papers
- 20 The Prince and the Pauper
- 21 Richard Carvel
- 22 Scott's Novels
- 23 Treasure Island
- 24 Adam Bede
- 25 The Conquest of Canaan
- 26 The Crossing
- 27 Freckles
- 28 If I Were King.
- 29 The Mill on the Floss
- 30 The Perfect Tribute
- 31 Little Dorrit



- 32 The Blue Flower
- 33 Daddy Long Legs
- 34 The Virginian
- 35 The Prisoner of Zenda

Semester II. Five periods a week, twelve weeks of composition. Special drill on Description and Narration. Time should be spent on grammar. Poems used for grammatical dissection.

Eight weeks of reading. Three Narrative Poems and the Merchant of Venice are employed for class work. Some facts regarding the lives of Tennyson, Arnold, Coleridge and Shakespeare are brought out in connection with the reading. (Outside reading list given above).

## 2. Second Year.

Aim of the second year's work is to gain clearer and more logical thinking; more correct, more clear and forcible expression; an advance in punctuation; information concerning the use of the newspaper.

Semester I. Five periods a week; twelve to fourteen weeks spent on practical compositions based on models drawn to some extent from current newspapers and magazines, vigorous concentration on the gathering of material, organization, oral discussion, revision and publication.

Six weeks of reading:

- 1 The Tale of Two Cities
- 2 Ivanhoe
- 3 Quentin Durward
- 4 Lorna Doone
- 5 David Copperfield
- 6 The Crisis

One of the above six may be selected together with the study of some essay.

Titles from which selection for individual reading for both semesters may be made are:

- 1 Courtship of Miles Standish
- 2 Nicholas Nickleby
- 3 Kenilworth
- 4 Three Musketeers
- 5 Innocents Abroad
- 6 Master's Violin
- 7 The Shuttle
- 8 The Crossing
- 9 Richard Carvel
- 10 The Man from Glengarry
- 11 The Little Minister
- 12 Ramona
- 13 The Gentleman from Indiana
- 14 The Winning of Barbara Worth
- 15 The Virginian
- 16 Twenty Years at Hull House
- 17 The Wood Carver of Lympus
- 18 An American Citizen.
- 19 A Vagabond Journey Around World

- 20 The Making of an American
- 21 How the Other Half Lives
- 22 Theodore Roosevelt, the Citizen
- 23 Rob Roy
- 24 A Kentucky Cardinal
- 25 Jane Eyre
- 26 Oliver Twist
- 27 Queed
- 28 Luck of Roaring Camp
- 29 The Prisoner of Zenda
- 30 The Marble Faun
- 31 The Scarlet Letter
- 32 Bob, Son of Battle
- 33 Freckles
- 34 Black Arrow
- 35 Ben Hur

Semester II. Five periods a week, eight weeks of composition. Practical composition based on book reviews, reporting games, speeches and interviews with others.

Ten to twelve weeks of reading: Silas Marner, Julius Caesar, As You Like It or Twelfth Night, are selected.

### 3. THIRD YEAR.

Text Book—Halleck's History of English Literature.

Book of Readings—Twelve Centuries of Prose and Poetry—Newcomers and Andrews.

The text book is used as a guide in gaining information about the development of the English

language from the Anglo-Saxon Age thru the Victorian. Selections from Newcomer's and Andrews are made from time to time.

Great stress is laid upon the drama and the novel. Two of Shakespeare's plays—"Macbeth" and "The Tempest"—are studied in class, two are read out of class. The development of the novel is traced from its earliest stages up to the present time. Each pupil is required to read not less than six novels, three of which must be standard novels. Oral reports of these books as well as written reports are given. During each semester the equivalent of three good papers is required. These papers have a direct relation to the authors and their work under discussion at the time.

The aim of the course is to aid the pupil in gaining some appreciation of the literature written thruout the periods in English Literature, to help him in his own use of the English language, and to work up a desire to read the best type of books.

Titles from which selection for individual reading may be made are:

- 1 True Americanism
- 2 Spirit of America
- 3 Kim
- 4 The Light That Failed
- 5 Marble Faun
- 6 Mr. Isaacs
- 7 Mr. Crewe's Career
- 8 Coniston

- 
- 9 The Four Million
  - 10 The Luck of Roaring Camp
  - 11 Pride and Prejudice
  - 12 Jane Eyre
  - 13 Put Yourself in His Place
  - 14 Vanity Fair.
  - 15 Henry Esmond
  - 16 The Newcomers
  - 17 The Mill on the Floss
  - 18 Adam Bede
  - 19 Our Mutual Friend
  - 20 Nicholas Nickleby
  - 21 Pickwick Papers
  - 22 David Copperfield
  - 23 Tale of Two Cities
  - 24 Bleak House
  - 25 The Count of Monte Cristo
  - 26 The Pathfinder
  - 27 David Harum
  - 28 Guy Mannering
  - 29 Ivanhoe
  - 30 Quentin Durward
  - 31 The Heart of Midlothian
  - 32 Eben Holden
  - 33 Queed
  - 34 Les Miserables
  - 35 The Little Shepherd of Kingdom Come
  - 36 Don Quixote
  - 37 Ben Hur
  - 38 The Virginian
  - 39 The Seats of the Mighty

Texts: Halleck's English Literature.

Twelve Centuries---Newcomer & Andrews.

#### 4. FOURTH YEAR.

We study the colonial literature with this single object; to know the men and women who founded this nation, and who are bound to us across the centuries by the ties of a common hope and a common fatherland.

We study the national periods to know how American Literature became a literature of culture, and to see how and why the answer to the question, "Who reads an American book?" was changed from "no one" to "The whole world reads an American book."

In particular we study the lives, selections from the works and literary criticisms of the major American writers, such as: Poe, Longfellow, Whittier, Lowell, etc.; and we consider the standing of many of the modern writers.

During each semester three papers will be required, and a certain amount of supplementary reading must be done.

Texts: Long's American Literature, American Readings, Calhoun and McAlarney.

#### II. HISTORY.

The aim in the teaching of history shall be to acquaint the student with the ideas and customs, people and governments of other nations, by means of a careful analysis of our own government, and its history, to contrast the present with the past.

We want our students to learn of the development of civilization, to understand those qualities that have aided civilization in the past, and to learn how to use them in the development of a better future.

In this course we offer a large range of subjects; as follows: Ancient, Medieval and Modern European History, English History, Civics, Vocations, Economics and American History.

These are taught so as to give the students a realization of the ideals and civilizations of the past, so that they may comprehend the present political, economic and social institutions, and perceive that in the knowledge of the past lies the solution of the problems of the present and future.

In connection with the Modern, English and American History, the student is expected to take a course in current events. This is done especially to acquaint him with conditions as they exist at the present time.

The aim in the course of civics is to make good citizens. It is a course in citizenship. We feel that the student of to-day will be the citizen of tomorrow, and we are striving for a bigger and better Alton; hence the idea of making Civics compulsory, and instilling into the boy and girl of to-day the ideas of good citizenship, and the part that they may take in the development of Alton.

## TEXTS:

American History—Muzzey

Modern History—West

Ancient History—West

English History—Larson

Civics—Hughes

Economics—Bullock

## III. LATIN.

The purpose of the Latin Course is four-fold; first, to enlarge and vitalize the student's English vocabulary; second, to deepen his comprehension of English grammar by comparison with the grammar of a highly inflected language; third, to awaken his historic imagination by making the language, the literature and the history of the Roman people as real and vivid as possible; and fourth, to give the pupil such knowledge of Latin grammar and syntax as will enable him to read Latin authors with intelligence and appreciation; and through the medium of Caesar, Cicero and Virgil to make him acquainted with some of the world's greatest literature.

The course also aims to broaden the student's sympathies and to deepen his sense of responsibility by showing him how the roots of our language, our laws, our literature and our government lie deep in the past and draw nourishment from it. By realizing their dependence up-



on the past, our pupils may be taught better to appreciate their responsibility for the present and for the future.

**First Year.**

The foundations of Latin grammar.

Special attention given to the study of English derivatives.

**Second Year.**

Caesar's Gallic War.

Special attention given to study of syntax, and to elementary Latin composition.

**Third Year.**

Cicero.

Continued practice in Latin composition. Special attention given oratorical style.

**Fourth Year.**

Virgil.

Special attention given to study of prosody and to comparison of the works of Virgil and Homer.

A simplified version of Terence's *Phormio* is used as sight reading in the third or fourth year.

**Texts:**

Smith's Latin Lessons

Kelsey's Caesar

Kelsey's Cicero

Greenough and Kittredge's Virgil.

**IV. FRENCH.**

The purpose of the French Course is to make

French as much as possible a living language to the student by cultivating a correct accent and by encouraging as free use of the spoken language as is practicable. Further the course is designed to emphasize in the student's mind the essential unity of the human race by showing the similarity of structure and syntax of English and French; while at the time his sympathies are broadened by noting and evaluating the essential differences of idiom and point of view. This same humanizing purpose is kept in view in the selection of reading material and in brief but sympathetic study of French literature, institutions and history.

If French is chosen as a Major, it may be begun in the first or second year. If chosen as a Minor, it should be begun in the third year.

#### **First Year.**

The essentials of French grammar, including the most common irregular verbs.

Special attention paid to pronunciation and to conversational French.

#### **Second Year.**

300 or 400 pages of reading selected from such works as:

Mairet's *Le Tache du petit Pierre*.

Lazarre's *Lectures Faciles*

Talbot's *Le Francais et Sa Patrie*

About's *La Mort de la Marquise*

Guerber's *Contes et Legendes*

Labiche's easier plays.

French Grammar continued.

Study of syntax and French composition.

### Third Year.

500 pages of reading, selected from such works as:

Merime's Columba

Halevy's L'abbe Constantin

Hugo's Les Miserables

Loti's Le Pecheur d'Islande

At least one classic play.

Students who begin French in the first or second year will use as a text Meras' Le Premier Livre and Le Second Livre.

Students who begin French in the third year will use as a text Olmsteads' First Course in French completing Lessons 1-38 and will read about 150 pages of easy French.

In the second year they will complete the Olmstead and read about 450 pages of easy French, with practice in French composition.

Texts—Meras' Le Premier Et Second Livre, First Course, Olmstead's First Course.

## V. THE SCIENCES.

This is decidedly a scientific age. Not only in general interest but in practical usefulness, science takes precedence over all other high school subjects. The aim in science teaching is four-fold. First, the student is taught laboratory manipulation. Through the laboratory

method, he is taught to do original thinking; he is taught the scientific method of attacking problems. Second, he learns to interpret a world heretofore strange to him. Phenomena which have been objects of superstitious thought are now understood by him and thus he gains self-respect and confidence. He has opened to him a field of literature without which in this age no man can be truly educated. Every current magazine is full of science and scientific terms. Third, he gains a wholesome appreciation of what science has done for the world. He learns that every step of progress is made by the labor of some man who is "scientifically inclined." He appreciates the work of men like Pasteur, Newton, and in our own age, Burbank and Edison. Fourth, he gains much practical knowledge which will serve him after his school work is completed, and his life work has begun.

The high school course offers four years of science. Physiology and Physical Geography, Zoology and Botany, Physics and Chemistry. Physiology, Physical Geography, Zoology and Botany come in the first two years in the order named, each pursued one semester. Physics and Chemistry cover a year's work each.

### **PHYSIOLOGY.**

A sufficient amount of anatomy is studied to enable the pupil to understand the Physiology upon which is based much of the Hygiene. Hy-

giene is given the most attention. Emphasis is laid upon cleanliness, fresh air, good food, play, and sleep as factors of health. A study is made of the causes and prevention of the more common diseases. A short time is spent on first aid to injured.

The work consists of recitations, some practical experiments, drawings, and reference work.

Text—Walters.

### PHYSICAL GEOGRAPHY.

In Part I, the earth is studied as a planet, a machine that "goes" and "works," an organism which has grown and has developed in the past and will continue to do so in the future. We view the earth as it would have been if no man had ever lived upon it.

In Part II, the earth is studied as a background for the great human family. Human life depends upon the physical or natural condition of the earth and is modified by these conditions. We discuss such subjects as food supply, clothing, transportation, heat, etc.

Part III, which treats of the natural conditions and the peoples in America, Europe and the far East, is used as reference work.

Text—Dryers High School Geography.

### ZOOLOGY.

The course in Zoology requires a certain amount of laboratory work to bring the pupil

face to face with the forms studied and field work to relate the facts observed in the laboratory to their actual place in nature. On the foundation thus laid, a broader knowledge of related forms is obtained by the use of the text and reference books.

The fall months are devoted to the study of insects and other invertebrates, followed later by the study of birds, and other vertebrates. The compound microscope is used as needed throughout the course. Field work is required, especially in connection with the study of insects, pond life and birds.

Attention is given to the economic importance of organisms, their relation to agriculture, to the household, and to the health of man. A laboratory note book and some reference work is required.

Text—Hegner.

### **BOTANY.**

Nearly three-fourths of the time is spent in the study of seed plants. About one month is spent in the study of germination and the relation of the plants to the soil. The grass, and microscopic structure of root, stem and leaf, as well as their physiology, and their relation to their environments are studied. Representatives of the larger and more important plant families are studied. Self and cross pollination, the significance of the annual and perennial habit, plant

societies, weeds and their eradication, plant breeding, forestry, and plant industries, (as the sugar industry), fiber plants and cereals are among the subjects considered. Bacteria and their relation to decay, soil, and man, and fungi and fungous diseases are given some attention. In the spring, flowers are studied and field trips are taken to study them in their natural surroundings, and to make collections for a herbarium. A laboratory note book is required and themes are written on botanical subjects.

Text—Bergen and Caldwell.

### PHYSICS.

Physics, which is the science of matter and energy, is frequently called the science of common things. Hence in the teaching of Physics care is exercised that the pupil's attention be constantly directed to the practical every day application of the laws, principles, and theories about which he studies, so that he may have a better understanding of natural laws and man's uses of them. Numerous demonstrations are employed during the class period and two double periods each week are devoted to experimental work by the pupils.

The subjects treated are—Properties of Matter, Mechanics of Solids, Liquids and Gases, Sound, Heat, Light, Magnetism and Electricity.

Text—Tower, Smith and Turton.

## CHEMISTRY.

At the present time, Chemistry is the most vital of all the sciences. The late war has done much to make Chemistry popular. Through the efforts of our chemists, we have become practically independent of all other nations for the production of chemicals. Wherever it was impossible to get the original compound, our chemists have experimented until they have found substitutes which in many cases have given better results than the original. Thus, it really is necessary to have some knowledge of Chemistry if one desires to speak in the language of the present day.

The work is divided into two parts. The first semester's study consists mostly of learning the language which is used in the second part. It is devoted to fundamental laws and principles, chemical equations and simple reactions. The laboratory work is simple and co-ordinates with the class work. In the second semester the work is devoted mostly to commercial processes of extracting metals from ores and getting them ready for use, and the general commercial processes for the production of all chemicals on the market. So far as possible, experiments to illustrate these processes are performed in the laboratory. The commercial and practical value is stressed throughout the work.

Seven hours per week are devoted to the sub-



ject; three single periods for recitation and two double periods per week for laboratory. About sixty experiments are performed and students are required to keep accurate notes.

Text—Brownlee and others.

## VI. MATHEMATICS.

Aim: To stimulate definite procedure in reasoning, clearness and accuracy; and to develop the ability to arrange material logically and compactly; thereby gaining an appreciation of the validity of conclusion.

### 1. First Year.

#### ELEMENTARY ALGEBRA

The four fundamental operations together with the use of parenthesis, factors, common multiples, fractions, extraction of square root; linear and quadratic equation, including practical problems and the use of the graph.

Time: Forty weeks—five hours per week.

Text: Hawkes-Luby-Tuton, Revised Edition—First Course.

### 2. Second Year.

#### PLANE GEOMETRY.

Subject Matter: The study of the properties of plane rectilinear figures and circles, measurement of angles, loci, proportion, similar polygons, regular polygons, problems in construction and computation.

Time: Forty weeks—five hours per week.

Text: Wentworth and Smith.

**3. Third Year, First Semester.**

**ADVANCED ALGEBRA**

Second Course: A thorough review and extended treatment of the more important topics of elementary algebra, factors, complex fractions, theory of exponents; irrational numbers and imaginaries, including square roots of binomial surds and cube root; theory of equations, simultaneous quadratic equations with graphs; progressions and proof of binomial theorem for positive integral exponents, logarithms.

Time: Twenty weeks—five hours per week.

Text: Hawkes-Luby, Tuton, Revised Edition.

**4. Third Year, Second Semester.**

**SOLID GEOMETRY.**

Subject Matter: The study of lines, planes and angles in space of three dimensions, dihedral and polyhedral angles, polyhedrons, cylinders, cones, the sphere and spherical polygons; problems in construction and computation; and many originals. Models are made for some of the early demonstrations.

Time: Twenty weeks.

Text. Wentworth and Smith.

**VII. COMMERCE.**

A two year Commercial Curriculum is offered for students who expect to attend High School for only two years. English, Bookkeeping,

Stenography, Typewriting, Commercial Arithmetic, Commercial Geography, Penmanship and Spelling are taught in this course. A certificate only is given for this course.

The four year Commercial Curriculum is designed to give the student a liberal education and at the same time prepare him for the immediate activities of commercial life. All the commercial subjects are offered in addition to many other regular High School subjects. The pupil receives a full High School diploma upon finishing this curriculum.

### **1. Stenography and Typewriting.**

A two year course in Stenography and Typewriting is offered, beginning in the first year if the student selects the two year Commercial Course, or in the third year if he takes a four year Course.

The course is designed to give the student a thorough working knowledge of Paragon Shorthand and of Touch Typewriting. When the student has the required amount of speed and accuracy in both Shorthand and Typewriting, he is given a recommendation and helped to secure a position.

Among the various companies which are employing in **their** offices as stenographers, graduates of our High School Stenographic Department are: Illinois Glass Co., Equitable Powder Co., Western Cartridge Co., Commonwealth Steel

Co., of Granite City, Brokaw Eden Co., and Millers Mutual.

Text: Paragon Shorthand.

## **2. Bookkeeping.**

Bookkeeping has for its aim the systematic recording of the facts related to any business deal. The course includes two systems, double entry and single entry.

Double entry is the method of bookkeeping in which a complete record is made of all the financial facts pertaining to the business, based on the principle that each business transaction involves an exchange of equal value, the record showing the worth of property or service received and of the property or service given in return. These facts being fully recorded, the books give a complete history of the business, from which the condition and progress of the enterprise can be easily secured through the Balance Sheet and Profit and Loss Statement. The debiting and crediting principles are applied to various business transactions throughout the course and are applicable to any system of bookkeeping that may be used in an office. The work is so arranged that the student gets practice in handling the common business papers, such as the receipt, check, note, draft, invoice, lease, insurance policy, etc.

Single entry is a method of bookkeeping in which all of the facts pertaining to the business

deals are recorded. The usual record of cash, the transactions with customers and creditors are kept, together with a few other items which the business man may consider important.

The principles of bookkeeping as applied to farm accounts are also included for the benefit of those who intend to take up agricultural work later. Business methods are indispensable to the successful farmer, and to meet this need simple and efficient methods of keeping accounts are suggested; instruction is also given in the use of business papers.

Text: Twentieth Century Bookkeeping.

### **3. Commercial Geography.**

Commercial Geography attempts to explain the relation of Commerce to Geography—or in other words how man's industries are determined by his environment. Thus in showing how wheat happens to be grown in a given region, we are explaining both wheat and the region.

More than half of the book is devoted to the study of the U. S. treating of five products of world wide interest—namely, wheat, cotton, cattle, iron and coal—each subject occupying a chapter.

All the Industrial Plants of the city are visited and the actual work of manufacturers observed.

Text: Brigham's Commercial Geography.

#### **4. Commercial Arithmetic.**

The aim of Commercial Arithmetic is to enable the student to develop accuracy, and rapidity in concrete business problems. Practical counting room methods are employed and in the first half of the year much time is spent on short methods of multiplication and division which are applicable to simple calculations.

In the second half of the year percentage and its application, interest, commercial and bank discount, and partnership are especially emphasized since they are closely connected with modern business.

Text: Moore's New Commercial Arithmetic.

#### **5. Penmanship and Spelling.**

The Palmer Method is used in penmanship and at least one-hundred exercises must be accepted by the Palmer Company in order to receive credits. A diploma is awarded by the Palmer Company to those who successfully complete the book, including one-hundred and sixty exercises.

Spelling is taught in connection with penmanship and the Metropolitan Speller is used. This subject is required in commercial courses.

### **VIII. FINE ARTS.**

#### **1. Music.**

While this course has been planned primarily to meet the needs of the students, care has been taken to outline such courses as might be sub-

mitted for entrance in higher institutions. At present, the University of Illinois accepts two credits in music for entrance into any school or college of the University. These two credits may be Harmony and History and Appreciation of Music in case of any school of the University but the School of Music, since these subjects form there part of the fundamentals of the course. For entrance to the School of Music two credits of practical music, namely two years study of voice, or some orchestral instrument, must be offered in addition to regular entrance subjects.

### **COURSE I.**

#### **Chorus Work for Mixed Voices.**

Open to first year students and may include upper class students with small chorus experience and those who enter High School without having had music in the grades.

### **COURSE II.**

#### **(a). Girls' Chorus.**

Open to second, third and fourth year girls who have had some experience in chorus work.

#### **(b). Boys' Chorus.**

Open to second, third and fourth year boys who have had some experience in chorus work.

Credit in this course will depend upon appearance on public programs when required by the director.

### **COURSE III.**

This is a course in Harmony and History and Appreciation of Music. Two days a week are devoted to Harmony and three days to the History and Appreciation of Music. This course is required of all who desire credit for practical music.

Course III will receive one credit as entrance work to any school or college (except the School of Music) at the University of Illinois.

### **COURSE IV.**

#### **Accredited Practical Music.**

This course is not offered in the high school, but aims to promote the study of the voice, of the piano, or of some orchestral instrument with properly qualified or accredited teachers outside of high school. By this plan, the pupil who wishes to keep up the study of music along with his high school course can receive credit towards graduation for serious work in his chosen art. The plan of operation, form of application and system of reports will be explained more in detail in a pamphlet issued by the Supervisors of Music. To receive credit also, harmony must be completed, either with an accredited teacher outside or in Course III with History and Appreciation of Music.

An accredited teacher is one holding a diplo-



ma or degree from some recognized institution for the training of musicians or music teachers.

A total of two credits is given.

## **2. Drawing.**

The purpose of this course is to develop in the student the ability to see and enjoy beauty in nature and in human life, and to cultivate in him the desire to order his own life according to the laws of power and symmetry, or in the words of Bryant "To the beautiful order of Thy works, Learn to conform the order of our lives."

Instruction is given in free hand drawing, sketching, designing, water color, study of historic ornament and the history of art. The course extends over four years and credit is accepted for graduation.

## **IX. MANUAL ARTS.**

The aim, in the Manual Arts Department, is to give the student a practical knowledge of tools and tool processes. This is done so that he may be able to use his hands, as tools of the mind, and do effective, efficient, intelligent work with them. This applies mostly to shop work.

### **1. Elementary Wood Work.**

This course is for the beginning students in High School who have had two years work in the grades. It consists of the making of a model or project that involves the use of the mortise and tenon joints, such as waste paper

basket, leather top stool or taboret. After this is completed, the student is permitted to choose his own project, care being taken to select something within his ability. One important feature of this work is learning to make the mortise and tenon joints, as a good deal of work in wood calls for the making of these joints.

## **2. Cabinet Making.**

In this course, the making of larger projects is undertaken. As a pre-requisite one year in elementary woodwork must have been done. The machinery is made use of in this course, and any project may be undertaken that the student may need, in his room or at home.

## **3. Carpentry.**

It is the aim of this course to give the student a practical working knowledge of carpentry. We also expect that he will secure a knowledge of the steel square and of its use in cutting rafters, braces, etc.

In this course each student is to plan and make drawings, and to construct a small model of the house he has planned.

The student is also expected to get a working knowledge of concrete, brick construction and painting.

## **4. Auto Mechanics.**

Every auto owner should know something about the construction, repairing, and care of the machine he drives. A course in auto me-

chanics is to be offered with the idea of giving this instruction to those pupils whose families may own automobiles.

## **X. HOUSEHOLD ARTS.**

### **1. Cooking.**

The principles underlying the preparation of the various classes of food materials are developed in this course; including the planning and serving of simple meals.

Two hours every day.

Text: Toman.

### **2. Sewing.**

This course includes the study of the machine, textiles and the use of commercial patterns.

Two hours every day.

## **XI. AGRICULTURE.**

This is a new department which will not be opened until September, 1919. The purpose of this department is to supply the elementary information and practice necessary to start the pupil who feels drawn that way upon the road to the "profession of farming, with special reference to the domesticated animals and plants and to the soil as a sustainer of life, supported by the physical sciences and by the principles of accounting." (Quoted from Course of Study in Agriculture, published by University of Illinois).

### **1. First Year.**

First Semester—Some Elementary Principles of Plant Life and Farm Crops.

Second Semester—Forest, Orchard and Garden. The study of the text and of the reference books is supplemented by many practical exercises such as study and testing on farm plots of wheat, corn, potatoes, etc., also of trees, both forest and orchard.

## **2. Second Year.**

First Semester—Domestic Animals and Their Products.

Second Semester—Soils and Crop Production.

## **3. Third Year.**

First Semester—Farm Mechanics.

Second Semester—Farm Management.

## **4. Fourth Year.**

First Semester—Special Farm Problems.

Second Semester—Plant and Animal Improvement.

Text—Not yet chosen.

# **XII. PHYSICAL TRAINING.**

## **1. Physical Training for Girls.**

All girls are required to take Physical Training two periods each week throughout the year. A student will be excused from the required work only by substituting an equivalent satisfactory to the department or by presenting a doctor's certificate stating that it is advisable that the student be excused from the work.

Upon satisfactory completion of one semester's

work, one-eighth of a credit is given. Credits are determined on the basis of attendance and effort.

The class work consists of marching, light gymnastics, including exercises for the improvement of posture, hearting and muscular co-ordination and exercises with hand apparatus such as Indian clubs and wands, rhythmical exercises, folk and aesthetic dancing and games.

Basket Ball is played outside of school hours and is not a part of the required work. A team is chosen to represent each of the four classes in the High School, Freshmen, Sophomore, Junior and Senior, and every year an inter-class tournament is held.

A costume of bloomers, navy blue or black, middie, perfectly white and gymnasium shoes or slippers is required. Every article of wearing apparel used in the gymnasium should be marked plainly with the student's name in full.

A small fee of twenty-five cents is charged for a locker key, this fee being used to replace the key in case of loss. When the key is returned at the close of the school year this fee is refunded.

## **2. Physical Training for Boys.**

### **a. Gymnasium.**

At present the work in gymnastics for the boys is conducted at the Y. M. C. A., by the physical instructor of that institution. All boys

are required to take this work unless excused by doctor's certificate or by taking part in some form of athletics.

The class work in gymnasium consists of the regulation exercises given in the physical department of the Y. M. C. A., together with any form of indoor sport approved by the director. Regular attendance is required and sufficient interest to warrant giving one-eighth of a credit for each semester's work. One credit in physical training is required for graduation.

**b. Athletics.**

Athletics is a regular part of our school curriculum, and is given credit counting for graduation. Aside from that fact, students are encouraged to take part in Athletics for the benefit of physical training, development of self-control, and the cultivation of the ability to think and act quickly in order to meet a particular situation or sudden emergency. The Athletic teams do not exist merely to win games although it is very pleasant to win, but to develop manhood and physical stamina.

It must not be forgotten, also, that one of Alton's most cherished virtues, one of which she is especially proud and very careful to maintain is thorough going courtesy to all visiting teams as well as courteous behavior when playing at other schools. Personal or sneering remarks and yells are not in good favor, neither is unfair or

dirty playing. To be a hard, clean player, considerate in victory, cheerful in defeat is the aim of every Alton player.

### **(1) Football.**

Football is the most popular activity supported by the High School. It is a man's game; a game for clean sport; a game that instills loyalty and school spirit in the student. The student taking part in this activity are those boys who carry fifteen hours of work, and who are physically able to take up the sport. It is truly a democratic game, for the rich man's son has no better opportunities in this game than the poor man's son. It teaches the spirit of team work, and in years past Alton has held its own with teams from southern and central part of Illinois and from St. Louis.

The schedule usually consists of ten games, half of them at home, and in this sport Alton has been the leading school in this section of the state for many years.

### **(2) Basket Ball.**

Basket Ball follows closely after football, not only in the season of the year, but in popularity. We usually have good teams; while we have won no state championship, we have been able to make our opponents "sit up and take notice," and to realize that "Alton" was always a dangerous foe on the basket ball floor.

Our schedule includes games with the leading

teams of our section of the state and of St. Louis, and we are able to hold our own with these teams. We usually play twelve games, but this year, 1919, we have broadened out and increased our schedule to twenty games.

### **(3) Track or Baseball.**

In the spring, either track athletics or baseball are taken up or both. When we have a county meet, Alton usually participates. Baseball is not so well supported, possibly because of the proximity of St. Louis, where the big league games may be seen. Following is our athletic record for some years back. It will be of interest to all our students:

## **RECORD OF ATHLETICS IN THE THEODORE ROOSEVELT HIGH SCHOOL.**

The following table has been compiled from the records available, and so far as can be determined is accurate:

### **Year**

1895-96 Games played 3, won 2, lost 1; J. B. Maxfield, Captain; No Coach.

1896-97 No record; Ed. Haight, Captain; No Coach.

1897-98 No record; Harry Boals, Captain; L. Coppinger, Coach.

Football, no record.

Track—A triangular meet was held . . . at Litchfield. Alton won second place



Very little activity in athletics was evident between 1899 and 1902. Few records are available up to 1904 when the first Tatler was published. The first Madison County Meet was held at Alton in 1903. No records are available but Alton won second place.

A notable victory in track athletics, however, is on record for Alton on May 6, 1904. The meet was held at Collinsville. Alton took first place in oration, recitation and essay as follows:

First in Oration . . . . . Horatio Bowman

First in Recitation . . . . . Ethel Borden

First in Essay . . . . . Pauline Guy

In the athletics, Edward Enos was the bright particular star, and prominent with him were Horatio Bowman, Roy Beall and John Hagar. There were no restrictions upon the number of events a man might enter and Enos took first place in the following events: 50 yard dash, shot put, 100 yard dash, standing broad jump, running high jump, hammer throw and running broad jump, making seven in all. The score was as follows:

Alton . . . . .	72 points
Edwardsville . . . . .	44 points
Collinsville . . . . .	13 points
Upper Alton . . . . .	10 points
Granite City . . . . .	5 points

1904-05 Football, Games played 8, won 5, lost 3; Ed. Enos, Captain; A. E. Barradel, Coach.

Boys' Basket ball, Games played 9, won 9, lost 0; Roy Beall, Captain; A. E. Barradell, Coach.

Girls Basket ball, Games played 7, won 4 lost 3; Isabel Wolf, Captain; A. E. Barradell, Coach.

Track Meet at Edwardsville:

Alton .....	60 points
Granite City .....	31 points
Collinsville .....	18 points
Edwardsville .....	15 points
Upper Alton .....	11 points
Highland .....	9 points

A. E. Barradell, Coach.

1905-06 Football, Games played 5, won 5 lost 0; Ed. Enos, Captain; A. E. Barradell, Coach.

Boys' Basket Ball, Games played 10, won 6 lost 4, Ed. Enos, Captain; A. E. Barradell, Coach.

Girls' Basket Ball, Games played 11, won 5, lost 6; Frieda Gossrau, Captain, A. E. Barradell, Coach.

Track Meet at Upper Alton.

Granite City .....	55 points
Alton .....	48 points
Collinsville .....	12 points
Upper Alton .....	11 points
Edwardsville .....	10 points
Madison .....	7 points

- Highland ..... 1 point
- 1906-07 Football, Games played 2, won 1, lost 1; E. C. Watson, Coach.
- Boys' Basket Ball, Games played 16, won 16, lost 0; Louis Enos, Captain; E. C. Watson, Coach.
- Girls' Basket Ball, Games played 7, won 4, lost 3; Nellie McCrea, Captain; E. C. Watson, Coach.
- Track Meet at Collinsville:
- Granite City ..... 82 points
- Alton ..... 41 points
- Collinsville ..... 11 points
- Edwardsville ..... 9 points
- Upper Alton ..... 8 points
- Madison ..... 5 points
- Highland ..... 3 points
- 1907-08 Football, Games played 6, won 3, lost 3; Stanley Allen, Captain; E. C. Watson, Coach.
- Boys' Basket Ball, Games played 7, won 7 lost 0; Kenneth Hopkins, Captain; E. C. Watson, Coach.
- Girls' Basket ball, Games played 3, won 7, lost 0; Kendall Hopkins, Captain; E. C. Watson, Coach.
- Track Meet at Collinsville:
- Alton ..... 47 points
- Granite City ..... 39 points
- Edwardsville ..... 26 points

- Collinsville ..... 11 points  
 Upper Alton ..... 9 points  
 Highland ..... 1 point
- 1908-09 Football, Games played 4, won 1, lost 3; Frank Stowell, Captain; E. C. Watson, Coach.  
 Boys' Basket Ball, Games played 6, won 4, lost 2; Percy Beall, Captain; E. C. Watson, Coach.  
 Girls' Basket Ball, Games played 4, won 0, lost 4; Imo Gillham, Captain; E. C. Watson, Coach.
- 1909-10 Football, Games played 8, won 6, lost 2; Jas Coleman, Captain; S. J. Moore, Coach.  
 Basket Ball, Games played 6, won 3, lost 3; Paul Rothacher, Captain; S. J. Moore, Coach.  
 Base Ball, 9 games scheduled; Paul Rothacher, Captain; S. J. Moore, Coach  
 No record was kept of the results.
- 1910-11 Football, Games played 9, won 5, lost 4; Rex Gary, Captain; S. J. Moore, Coach.  
 No Basket Ball record appears in the Tatler for this year.  
 A series of class base ball games was played in the spring.
- 1911-12 Football, Games played 9, tied 1, won 6, lost 2; Paul Zerwekh, Captain; C. P. Steward, Coach.

Basket Ball, Games played 12, won 8, lost 4; Elliott S. Taylor, Captain; No Coach.

Base Ball, Games played 1, won, 1; Walter Wood, Captain; C. P. Steward, Coach.

Track Meet at Alton:

Granite .....	61 points
Alton .....	52 points
Collinsville .....	16 points
Edwardsville .....	6 points

C. P. Steward, Coach.

1912-13 Football, Games played 9, tied 1, won 8, lost 0; Walter Wood, Captain; W. Lyons, Coach.

Basket Ball, Games played 12, won 9, lost 3; Walter Wood, Captain; W. Lyons, Coach.

Track Meet at Collinsville:

Granite .....	46 points
Alton .....	42 points
Collinsville .....	42 points
Edwardsville .....	5 points

L. S. Haight, W. Lyons, Coaches.

1913-14 Football, Games played 9, won 5, lost 4; Thos. Henry, Captain; L. S. Haight, Coach.

Basket Ball, Games played 11; won 2, lost 9; Roscoe Poole, Captain; C. H. Houts, Coach.

**Track Meet at Collinsville:**

Granite .....	46 points
Collinsville .....	32 points
Alton .....	28 points
Joe Clevenger, I. Oertli, Coaches.	

1914-15 Football, Games played 8, won 2, lost 6; Cleo. McDow, Captain; C. H. Houts, Coach.

Basket Ball, Games played 13, won 6, lost 7; Ben Powell and Geo. Walter, Captains; I. Oertli, Coach.

**Track Meet at Shurtleff College:**

Alton .....	33 points
Granite .....	23 points
Collinsville .....	22 points
W. M. A. ....	18 points
Relay: 1st, Granite; 2nd, Collinsville; 3rd, Alton.	

Archie Megowen, Captain; I. Oertli, Coach.

1915-16 Football, Games played 9, tied 1, won 6, lost 2; James Parker, Captain; C. H. Houts, Coach.

Basket Ball, Games played 9, won 1, lost 8; Wilfred Gates, Captain; J. Gammertsfelter, Coach.

Track—(No track meet held in Madison County).

1916-17 Football, Games played 9, tied 1, won

7, lost 1; Harold Stamps, Captain; W. Wood, Coach.

Basket Ball, Games played 10, won 9, lost 1; Richard Clayton, Captain; W. Wood, Coach.

Track—(No track meet held in Madison County).

1917-18 Football, Games played 10, won 8, lost 2; Vernon Chiles, Captain; R. M. Brannan, Coach.

Basket Ball, Games played 14, won 11, lost 3; James Chiles, Captain; R. M. Brannan, Coach.

(All Track Meets suspended because of the war).

1918-19 Football, Games played 6, won 5, lost 1; Ellison Enos, Captain; L. S. Haight, Coach.

Basket Ball:

First Squad, Games played 24, won 22, lost 2; Charles Black, Captain; L. S. Haight, Coach. Won District Tournament at Centralia.

Second Squad, Games played 8, won 5, lost 3; Archie Reihl, Captain; L. S. Haight, Coach.

Third Squad, Games played 3, won 3, lost 0; Harold Stafford, Captain; L. S. Haight, Coach.

## Track Meet at Granite City.

Alton .....	56 points
Edwardsville .....	36 points
Granite City .....	14 points
Collinsville .....	11 points
Woodriver .....	0 points
Relay Race—Alton, first; Edwardsville second; Granite City, third.	



## PART IV—Student Activities

### FOREWORD.

It would be a great mistake to suppose that all the valuable work of the high school is found in the study of the curriculums alone. The social and athletic activities are to be included in the list of formative influences that are potent in molding the characters and minds of our students. While these influences are of far less value when not joined with careful, honest, thorough going study, yet there is also the danger of bookishness, impracticability and narrowness arising from exclusive application to one's books. Every student should strive to maintain a happy balance between these two forms of school activity so as to develop himself or herself into a well rounded man or woman.

### 1. GENERAL CALENDAR FOR THE SCHOOL YEAR.

Friday before school opens—Second Finals.

First Tuesday in September—School opens.

Registration and making programs.

Football teams organized.

Girls' Basketball teams organized.

Election of Tatler Board.

Semester organization of Literary Societies.

Election of Representatives to Student Council.

Organization of Glee Clubs and Orchestra.

Organization of Debating and Oratorical Teams.

Thanksgiving Football Game.

Thanksgiving Vacation.

Interclass Basket Ball.

Organization of Basket Ball teams.

Christmas Program.

Christmas Vacation.

Final Examinations.

Graduating Exercises of January Class.

Second Semester begins.

Semester Organization of Literary Societies.

District Basket Ball Tournament.

Debates.

Organization of Track.

Class Track Meet.

County Track Meet.

Rough Neck Day.

"Kid" Day.

Annual Exhibition and Patron's Day

Annual Oratorical Contests at University of Illinois.

Junior Play or May Festival.

Annual High School Excursion.

Tatler Published.

Senior Class Play or Class Day.

Commencement.

## II. SCHOOL SPIRIT.

### 1. Support of School Enterprises.

Much has been said and written regarding school spirit, and many schemes have been resorted to in order to awaken this feeling on the part of the students. Many of our orators have berated the student body for the apparent lack of this quality, but after all has been said, nevertheless, Alton students are as loyal a body of students as can be found anywhere. School spirit does not consist entirely in attending games or contests and in rooting for the teams. True, a disposition to back up school enterprises and an enthusiastic support of those representing the school are a large part of school spirit. Loyalty to the school means also, however, a readiness to defend the good name of the school, to frown upon all that detracts from that good name and from the best interests of the school, and a readiness also, to stand for that which promotes the welfare and reputation of the school. When exhibited in a proper and beneficial way, the utmost enthusiasm, loyalty and spirit is not only welcomed but encouraged by the superintendent and the high school faculty.

Teachers and students alike can join in the sentiment: "Hurrah for the old high school that give us education, training, friends, happy days, and noble ideals! Long may she flourish to give to others that follow us the development

for a larger, stronger, higher and better life! Let us stand by the athletic teams in victory or defeat, let us work and boost for Roosevelt High."

Rah, rah, rah!

Rah, rah, rah!

Rah, rah, rah!

Alton, Alton, Alton!

Who? Alton, Who? Alton! Who?

Alton, Alton, Alton!

## 2. Songs and Yells.

In order to promote this spirit of enthusiasm and loyalty, a number of yells and songs have been introduced into our high school life, the best known of which follow:

Oski! Wow! Wow!!

Skinny! Wow! Wow!

Siss! Boom! Bah!

Alton High School!

Rah! Rah! Rah!

Give 'em the axe, the axe, the axe!

Give 'em the axe! Where?

Right in the neck, the neck, the neck!

Right in the neck! There!

Rah! Rah! Rah! Rah! Alton! Alton!  
(Slowly).

Rah! Rah! Rah! Rah! Alton! Alton!  
(Faster)

Rah! Rah! Rah! Rah! Alton! Alton!  
(Very Fast).

Rah! Rah! Rah!  
Rah! Rah! Rah!  
Rah! Rah! Rah!  
Team! Team! Team!

Hoe Potater! Hoe Potater!  
Half past Alligator!  
Ram! Bam! Bulligator!  
Sis! Boom! Bah!  
Alton High School!  
Rah! Rah! Rah!

Allevevo Allavivo  
Allavevo! Vivo! Vum!  
Boom! Get a lot meet!  
Bigger than a track meet!  
Boom! Get a track meet  
Bigger than a lot meet!  
Cannibal! Cannibal!  
Sis! Boom! Bah!  
Alton High School!  
Rah! Rah! Rah!

That's what! What's what?  
That's what they all say!  
What's what they all say?  
Che-Hee! Che-Ha! Che-Ha-Ha-Ha!  
Alton High School!  
Rah! Rah! Rah!

What's the matter with the team?  
They're all right!  
Who's all right?  
The team!  
They are! They are! They are all right!

### Songs.

#### CROW SONG

(1)

There were three crows sat on a tree,  
Bully for Alton High!  
There were three crows sat on a tree.  
Bully for Alton High!  
There were three crows sat on a tree.  
Their hearts were filled with ecstasy.  
And they all flapped their wings and cried.  
Bully for Alton High!  
And they all flapped their wings and cried.  
Bully for Alton High!

(2)

Said one old crow unto his mate,  
Bully for Alton High!  
Said one old crow unto his mate,  
Bully for Alton High!  
Said one old crow unto his mate,  
Our \* track team it can beat the state  
And they all flapped their wings and cried,  
Bully for Alton High!  
And they all flapped their wings and cried,  
Aski! Wow! Wow!  
Skinny! Wow! Wow!  
Alton High School,  
Rah! Rah! Rah!

\*—Or Football or Basket Ball.

**EVER TO ALTON.**

See where the Alton banners fly,  
Hark to the sound of tramping feet,  
There is a host approaching nigh,  
Alton is marching up the street.  
Onward to victory again,  
Marching with drum beat and with song,  
Hear the refrain as it thunders along,  
As it thunders along.  
Behold we come to view  
And wave our colors true  
Whose arms are strong, whose hearts are true,  
Ever to Alton! Ever to Alton!

**3. Community Service.**

The students of Roosevelt High are always ready to co-operate in every way with all community interests. Recently when funds were to be raised for the night schools, several students volunteered to act as solicitors and were of material assistance in securing the necessary amount.

The use of the auditorium is frequently permitted by the Board of Education for various meetings in the interests of the community. One notable meeting recently was that held in memory of Theodore Roosevelt on Sunday, February 9th, at which a commemorative address was delivered by Rabbi Harrison, of Temple Israel, St. Louis. Shortly before this event the name of the school was changed by the vote of the

Board of Education, from Alton High School to Theodore Roosevelt High School.

#### **4. War Service.**

During the great war, many calls came to High School for help in various enterprises. Among these were:

Y. M. C. A.  
Red Cross  
Salvation Army  
Armenian and Syrian Relief  
Victory Girls  
Victory Boys  
Patriotic League  
Junior Red Cross.

The High School was well represented in the great war. Three boys died in the service. These were Elden Betts, who was killed in action in France, Bert Russell, and Earl Osborn, both of whom died of influenza in camp. Many graduates of the high school became officers, both commissioned and non-commissioned and it can safely be said that the old High was loyal to the cause of truth and righteousness in every respect.

### **III. STUDENT COUNCIL.**

The Student Council is composed of representatives from the eight classes of the high school together with the captains of the Football, Basket Ball, Track or Base Ball Teams, the captains of the Debating Teams, and the presidents of the



Literary Societies. The Council has two divisions which may meet separately when necessary, the Boys' Division and the Girls' Division.

The purpose of the Student Council is to give the students some part in the management of school affairs and to enable them to gain some experience in co-operation with others.

It has considered such questions as tardiness among the students, also the question of respect for the property of others. Other matters will be referred from time to time to this body.

#### IV. PUBLIC SPEAKING.

##### 1. Debate.

The value of debating is seldom fully appreciated. It develops ability to analyze a topic, to distinguish important from unimportant ideas, to arrange thoughts and arguments in a logical outline, to gather material bearing directly upon the subject under consideration, to classify and arrange this material according to the outline already made, to organize all this into a carefully ordered and convincing argument and finally to deliver it with emphasis and conviction. No better training can be found for those who will need to use clear and convincing speech in business or professional life, or for those who will have occasion to analyze, weigh, and decide upon theories or proposals or arguments presented to them for consideration.

One or two debates are held each year

with surrounding high schools. As a rule, each school chooses a negative and affirmative team, the negative going away and the affirmative remaining at home, so that each school may have a debate on the same night. The school letter is awarded to each member of the debating teams who speaks in debate, and also one-quarter of a credit is allowed.

The record of the Roosevelt High School is as follows:

- 1909—Alton vs. East St. Louis—at East St. Louis, won by East St. Louis. Question: “Resolved that the municipalities of the United States shown own and operate their public utilities.” Alton had the affirmative. J. E. Turner, Coach. Clark Wells, Captain, James Coleman, Fred McPike.
- 1912—Alton vs. Manual Training High School, St. Louis—at Alton—won by Alton. Question: “Resolved, that Co-education is undesirable in Secondary Schools.” B. C. Richardson Coach. Elliot S. Taylor, Captain, John Shine, Paul Scott.
- 1913—Alton vs. East St. Louis at Alton—won by Alton. Question: “Resolved, that the initiative and referendum should be adopted in Illinois.” Alton had the affirmative. B. C. Richardson, Coach. Paul Scott, Captain, Richard Ryan, Edwin Bauer.

1914—Alton vs. Manual Training High School, St. Louis—at St. Louis—won by Alton. Question: "Resolved, that the United States should own and operate the interstate railroads." Alton had the affirmative. Bertha W. Ferguson, Coach. Richard Ryan, Captain, Charles Fairman, William Stewart.

Alton vs. Granite City, at Alton—won by Alton. Question: "Resolved, that commission form of government is the more desirable form for cities of less than 200,000 population." Alton had the affirmative. Bertha W. Ferguson, Coach. Edwin Bauer, Captain, Henry Kramer, Geo. Walter.

1915—Alton vs. Manual Training High School, of St. Louis, at Alton—won by Alton. Question: "Resolved that Labor Unions as they now exist are on the whole beneficial to society in the United States." Alton had the affirmative. Bertha W. Ferguson, Coach. Arthur Schmoeller, Captain, Herbert Mueller and Ralph Landon.

1916—Alton vs. Granite City, dual debate at Alton and Granite City—won by Alton at Alton—by Granite City at Granite. Question: "Resolved, that the interest of civilization demands disarmament rath-

er than armament." Bertha W. Ferguson and L. S. Haight, Coaches. Affirmative Team, Herber Mueller, Captain, Elmer Koch, Walter Stafford. Negative Team, Edward Meriwether, Captain, Jos. Dromgoole, Leo Sturgeon.

1917—Alton vs. East St. Louis, dual debate at Alton and East St. Louis—Alton won at Alton, but tied at East St. Louis, as one judge there failed to arrive. Question: "Resolved, that immigration into the United States should be restricted by means of a literacy test." Bertha W. Ferguson and L. S. Haight, Coaches, Affirmative Team, Herbert Mueller, Captain, Clement Meriwether, Horace Weston. Negative Team, Arthur Schmoeller, Captain, Elmer Koch, Earl Osborn.

1918—Alton vs. Jerseyville—dual debate at Alton and Jerseyville—Alton won at Alton, Jerseyville at Jerseyville. Question: "Resolved, that all interstate railroads should be controlled by the government." Bertha W. Ferguson, Coach. Affirmative Team, Harold Stafford, Captain, Wilford Queen, Lucille Osborn. Negative Team, Palmer Hancock, Captain, Ben Vine, Clement Meriwether.

1919—A dual debate took place between Alton and Champaign, one in Champaign and one in Alton on May 3rd. Question: "Resolved, that Congress should enact legislation providing for the compulsory arbitration of all labor disputes on interstate public utilities, constitutionality waived." The decision at both places was in favor of Alton. Geo. Richter and E. R. Sayre, Coaches. Affirmative Team, Palmer Hancock, Captain, Elizabeth Gissal, Bernard Stafford. Negative Team, Harold Stafford, Captain, Lucille Osborn, Ben Vine.

## 2. Extempore and Oration.

Each year in May, at the University of Illinois, a contest is held in formal oration and extemporaneous speaking. Previous to the contest at Urbana, however, a preliminary contest is held in each of the five districts into which the state is divided. Alton is classed in Southern Illinois. Each form of speaking has its own value. The oration gives opportunity for careful and polished writing, for more elaborate and oratorical delivery, and appeals to those who may prefer formal preparation, and careful training. Its value lies first in writing the oration which must represent only the pupil's own work and second in delivering what he has written in an effective and impressive manner. Al-

ton has made a very creditable record in this work.

In the District Contest first place in oration and first and second place in Extempo allow the speaker to enter the final contest at Urbana.

Alton's record is as follows:

1912—First Place in Extemporaneous Speaking  
—Paul Scott.

(Only one place was awarded at this time)

1913—First Place in Oration—Paul Scott.

First Place in Extempo.—Edward Stafford.

1914—First Place in Oration—Charles Fairman  
Second place in Extempo—Jos. Dromgoole.

1915—First Place in Extempo—Jos. Dromgoole.

1917—Second Place in Extempo—Oscar Schoeffler.

At Urbana, Alton has done well also, in contests against the winners from all the other districts, showing that our school stands well among Illinois High Schools in public speaking.

1912—First Place in Extempo—Paul Scott.  
(Gold Medal Awarded).

1913—Second Place in Oration—Paul Scott  
(Silver Medal Awarded).

1914—Second Place in Oration—Chas. Fairman  
(Silver Medal Awarded).

During the years 1918 and 1919, these con-

tests were suspended on account of the war, but they will be resumed in May 1920. Roosevelt High School should enter some of her good speakers and take a high place. It is excellent training for any pupil even if he gets no further than the preliminary here at Alton, or the district contest in Southern Illinois. The school letter is awarded for taking part in public speaking contests, also one-quarter of a credit is allowed.

## V. LITERARY SOCIETIES.

Ever since the establishment of literary societies in the high school, membership has been compulsory, but this year it was decided to make it voluntary and to limit to sixty the number of members belonging to each society. This has occasioned the organization of a new society and others will be organized as they may be needed. Formerly, also, only students beyond the first year could belong; now, all students may belong.

On December 20th, 1917, the first two literary societies, known as the Pushmataha and the Illini were formed.

### 1. The Pushmataha Society.

This society was named for a famous Indian orator and has always been a popular society. The first teachers to be placed in charge were

Miss Carrie Rich, Miss Bertha Ferguson and Mr. Robert L. Bird. The first officers were:

President—Lee Hull.

Vice President—Thomas Stanton.

Secretary-Treasurer—Imo Gillham.

Sergeants at Arms—Winfrey Gregory, James Coleman, Leland Osborn.

The officers since 1907 have been as follows:

**1908-'09**

President—Leland Osborn

Vice President—James Coleman

Secretary-Treasurer—Lela Logan.

Sergeants or Ushers—Earl Cuthbertson, Edward Juttemeyer, Ernest Netzhammer.

**1909-'10, First Semester.**

President—James Coleman

Vice President—Frank Stowell

Secretary-Treasurer—Estelle Magee.

Sergeants or Ushers—Sidney Gaskins, Winfrey Gregory, Jos McMullen.

**Second Semester.**

President—August Luer

Vice President—Emily Hoefert

Secretary-Treasurer—Jos. McMullen

Sergeants and Ushers—Harry Matthews, Taylor Hyatt, Robert Smith.

**1910-'11, First Semester.**

President—Rex Gary.

Vice President—Taylor Hyatt



Secretary-Treasurer—Edith Tonsor.

(List of Ushers was no longer published)

**Second Semester.**

President—Jos. McMullen

Vice President—George Smith.

Secretary-Treasurer—Ruby Rosebery.

**1911-'12, First Semester.**

President—Lillian Gaddis

Vice President—Taylor Hyatt

Secretary-Treasurer—Bert Busse.

**Second Semester.**

President—John Shine

Vice President—Thomas Haycraft

Secretary-Treasurer—Dora Bennes

**1912-13, First Semester.**

President—Eunice Whitney

Vice President—Russell Stewart

Secretary-Treasurer—Theodore Smith.

**Second Semester.**

President—Thos. Henry

Vice President—William Stewart

Secretary-Treasurer—Helen Stamper

**1913-'14, First Semester.**

President—Clarence McMullen

Vice President—Roscoe Poole

Secretary-Treasurer—Dorothy Williams

**Second Semester.**

President—Roscoe Poole

Vice President—Ralph Landon

Secretary-Treasurer—Hazel Parrish

**1914-'15, First Semester.**

President—Gould Hurlbutt

Vice President—Cleo McDow

Secretary-Treasurer—Florence Rose

**Second Semester.**

President—Elmer Schwartzbeck

Vice President—Eugene Walter

Secretary-Treasurer—Mary Eunice Caywood.

**1915-'16, First Semester.**

President—Warren Tipton

Vice President—Carl Megowen

Secretary-Treasurer—Stella Milford

**Second Semester.**

President—Ed. Meriwether.

Vice President—Wilfred Gates

Secretary-Treasurer—Faye Davis.

**1916-'17, First Semester.**

President—Arthur Schmoeller

Vice President—Wilfred Gates

Secretary-Treasurer—Harriet Hyndman

**Second Semester.**

President—James Parker

Vice President—Faye Davis

Secretary-Treasurer—Alice Halton

**1917-'18, First Semester.**

President—Joseph Clyne

Vice President—Clement Meriwether

Secretary-Treasurer—Alberta Brown

**Second Semester.**

President—Clement Meriwether

Vice President—Jack Hind

Secretary-Treasurer—Harley Caywood.

**1918-'19, First Semester.**

President—Charles Black

Vice President—Helen Wyckoff

Secretary-Treasurer—Harold Stafford

**Second Semester.**

President—Helen Wyckoff

Vice President—Ross Milford

Secretary-Treasurer—Ben Vine.

**2. The Illini Society.**

This society also chose an Indian name, that of a tribe of Indians said to have lived in this vicinity and to have given the name of our state. The first teachers placed in charge were: Mr. E. L. King, Miss Helen Naylor and Mr. E. C. Watson. The first officers were:

President—Harry Goudie

Vice President—Hortense Rodgers

Secretary-Treasurer—Joseph Degenhardt

Sergeants at Arms—Stanley Allen, Kirk Mook,  
Marcus Taylor.

**1908-'09, First Semester**

President—Nelson Schweppe

Vice President—Harry Johnston

Secretary-Treasurer—William Levis

Sergeants or Ushers—Sanford Taylor, Walter Levis, Elliot F. Taylor.

**1909-'10, First Semester.**

President—Jos. Degenhardt

Vice President—Elliot F. Taylor

Secretary-Treasurer—Hazel Eaton

Sergeants or Ushers—Elden Betts, Hermon Cole, Paul Zerwekh

**Second Semester.**

President—Paul Zerwekh

Vice President—Hazel Eaton

Secretary-Treasurer—Louise Gregory

Sergeants or Ushers—Percy Beall, Frederic Norton, Robt. Whetzel

**1910-'11, First Semester.**

President—Frederic Norton

Vice President—Hermon Cole

Secretary-Treasurer—Cora Wuerker

(List of Ushers no longer published)

**Second Semester.**

President—Hermon Cole

Vice President—Paul Zerwekh

Secretary-Treasurer—Helen Holl

**1911-'12, First Semester**

President—Martha Stanley

Vice President—Courtney Perrin

Secretary-Treasurer—Eula Green

**Second Semester.**

President—Courtney Perrin

Vice President—Alvira Haley

Secretary-Treasurer—Helen Boals

**1912-'13, First Semester**

President—Edgar Degenhardt

Vice President—Wm. Stritmatter

Secretary-Treasurer—Mary Caldwell

**Second Semester.**

President—Casper Jacoby

Vice President—Richard Ryan

Secretary-Treasurer—Irene Fries

**1913-'14, First Semester**

President—Richard Ryan

Vice President—Orland Keyburtz

Secretary-Treasurer—Clara Bennes

**Second Semester.**

President—Mary Lewis

Vice President—Jack Shank

Secretary-Treasurer—Theodosia Taylor

**1914-'15, First Semester.**

President—Ray Schauwerker

Vice President—Emmet Melling

Secretary-Treasurer—Hazel Crouch

**Second Semester.**

President—Lewis Pates

Vice President—Marion Busse

Secretary-Treasurer—Lucille Lehne

**1915-'16, First Semester**

President—Marion Busse

Vice President—Samuel Lindley

Secretary-Treasurer—Helen Kauffman

**Second Semester.**

President—Ray Bratfisch

Vice President—Lauretta Holl

Secretary-Treasurer—Melba Green

**1916-'17, First Semester.**

President—Marion Busse

Vice President—Henry Lenhardt

Secretary-Treasurer—Helen Kauffman

**Second Semester.**

President—Henry Lenhardt

Vice President—Edward Ohnsorg

Secretary-Treasurer—Florence Shirey

**1917-'18, First Semester.**

President—Vernon Chiles

Vice President—Gertrude Luer

Secretary-Treasurer—Harriet Rumsey

**Second Semester.**

President—Helen Rose

Vice President—Arthur Zoll

Secretary-Treasurer—Gertrude Luer

**1918-'19, First Semester**

President—Vaughn Jones

Vice President—Theo. Boyd.

Secretary-Treasurer—Olga Schoeffler

**Second Semester.**

President—Arthur Zoll

Vice President—Edna Bailey

Secretary-Treasurer—Mark Maley

**3. The Kanawha Society.**

In the fall of 1910, it was thought best on account of the growth in the school enrollment to establish another literary society. To this society, the name Kanawha was given. It was composed at first of the entire sophomore class and was named for an Indian Chief. Mr. R. L. Bird and Mr. E. L. King were placed in charge.

Officers were elected and following is a list of the officers since 1910:

**1910-'11, First Semester.**

President—James Forbes

Vice President—Isabelle Brooke.

Secretary-Treasurer—John Heagler

Sergeants or Ushers—Walter Wood, Blanche Schlosser

**Second Semester.**

President—John Heagler

Vice President—Clark Gillham  
Secretary-Treasurer—Walter Wood  
(Ushers not given).

**1911-'12, First Semester**

President—Clyde Schmoeller  
Vice President—Walter Wood  
Secretary-Treasurer—Mamie Snyder

**Second Semester.**

President—Clark Gillham  
Vice President—Arnold Rosebery  
Secretary-Treasurer—Lucy Bailey

**1912-'13, First Semester**

President—Paul Scott  
Vice President—Adolph Wuerker  
Secretary-Treasurer—Isabelle Brooke

**Second Semester.**

President—Walter Wood  
Vice President—Fred Alexander  
Secretary-Treasurer—Aeola Hyatt

**1913-'14, First Semester**

President—Edward Stafford  
Vice President—Bert Russell  
Secretary-Treasurer—Beulah Munger

**Second Semester.**

President—Harold Harford  
Vice President—Ben Powell  
Secretary-Treasurer—Harriet Burnap



**1914-'15, First Semester.**

President—Ben Powell

Vice President—Beulah Munger

Secretary-Treasurer—Margaret Morfoot

**Second Semester.**

President—Jos. Dromgoole

Vice President—Geo. Walter

Secretary-Treasurer—Charlotte Stamper

**1915-'16, First Semester**

President—William Kolb

Vice President—Wallace Colonius

Secretary-Treasurer—Elizabeth Koch

**Second Semester.**

President—Walter Stafford

Vice President—Richard Ryan

Secretary-Treasurer—Florence Mathie

**1916-'17, First Semester.**

President—Herbert Mueller

Vice President—Oscar Schoeffler

Secretary-Treasurer—Wilma Webb

**Second Semester.**

President—Chas. Forbes

Vice President—Harold Stamps

Secretary-Treasurer—Emma Sawyer

**1917-'18, First Semester.**

President—Robert Paul

Vice President—Clarence Bensinger

Secretary-Treasurer—Helen Beach

**Second Semester.**

President—Edwin Stillwell

Vice President—Ralph Volz

Secretary-Treasurer—Katherine Koch

**1918-'19, First Semester**

President—Elizabeth Chiles

Secretary-Treasurer—Helen Goudie

**Second Semester.**

President—Kenneth Beach

Vice President—Lorraine Stamps

Secretary-Treasurer—Clarence Bensinger.

**4. The Iroquois Society**

This society was organized in April 1919, as a result of some changes previously mentioned. Those placed in charge are Miss Vinot Cartwright and Miss Laurretta Paul. The officers for 1919 are as follows:

President—Dorothea Clark

Vice President—Helen Andrews

Secretary-Treasurer—Gerald Byron

**VI. LITERARY PUBLICATIONS.****1. The Tatler.**

The first Tatler was published in 1905 under the direction of Miss Bertha W. Ferguson and Mr. A. E. Barradel. It has proved most valuable as a record of high school life such as can be

found no where else in the school records. Most of the records given in this book regarding athletics, debates, public speaking, musical clubs, social events and customs, have been compiled from copies of the Tatler. Aside from its great value as a record of school life, it affords excellent training to those who are members of the publishing board and is a matter of pride to every Junior Class. The book has always been published in such a form as to be permanent, and easily kept in one's library.

Following is a record of the editions of the Tatler and of the various Tatler Boards:

**1905.**

Editor in Chief—Alida Bowler

Assistants—Lucia Bowman, Lucille Ewers

Art Editor—Wm. Koehne

Business Manager—Clyde Porter

**1906.**

Editor in Chief—Virginia Bowman

Assistants—Ethel Richards, Bernice Gillham.

Art Editor—Edward Bell.

Business Manager—Carl Beall

**1907**

Editor in Chief—Franklin Olin

Assistants—Dorothy Blair, Lee Hull, Grace Shelton

Art Editor—Blanche Cartwright  
Assistant—Richard Sparks  
Business Manager—Marcus Taylor  
Assistant—Edgar Stevens

### 1908

Editor in Chief—Hortense Rodgers  
Assistants—Lauretta Paul, Sanford Taylor,  
Johanna Masel  
Art Editor—Eunice Lavenue  
Assistant—Edgar Juttemeyer  
Business Manager—Fred McPike  
Assistant—Clark Wells

### 1909.

Editor in Chief—Elden Betts  
Assistants—Josephine Webb, Edith Brown.  
Art Editor—Elliot F. Taylor.  
Assistant—Cora Wuerker  
Business Manager—Jos. Degenhardt  
Assistant—Percy Beall

### 1910

Editor in Chief—Carl Hartman  
Assistants—Frederic Norton, Flora Glenn  
Art Editor—Earl Cuthbertson  
Assistant—Edith Tonsor  
Business Manager—Jos. McMullen  
Assistant—Paul Zerwekh

**1911**

Editor in Chief—Clara Randolph

Assistants—Eunice Whitney, George Smith

Art Editor—Torrey McKenney

Assistant—Geo. Juttemeyer

Business Manager—Taylor Hyatt.

Assistant—Courtney Perrin

**1912**

Editor in Chief—Paul Scott

Assistants—Aeola Hyatt, Alma Armour

Art Editor—Bert Russell

Assistants—Mamie Snyder, Mae Holley

Business Manager—James Forbes

Assistant—Walter Wood

**1913**

Editor in Chief—Chas. Fairman

Assistants—Richard Ryan, Helen Joesting

Art Editor—Ethel Stahl

Assistants—Marguerite Boyd, Elizabeth Rose

Business Manager—Edwin Bauer

Assistants—Jane Pace, Jack Shank, James Morgan, Edgar Degenhardt

**1914.**

Editor in Chief—Eugene Walter

Assistants—Marguerite Hile, Elmer Nixon

Art Editor—Evelyn Morris

Assistants—Harriet Burnap, Alice Twing

Business Manager—William Stewart

Assistants—Emmet Melling, Gould Hurlbutt

**1915**

Editor in Chief—Jos. Dromgoole

Assistants—Walter Stafford, Wilfred Gates

Art Editor—Wm. Kolb

Assistants—Ray Bratfish, Nettie Cummings

Business Manager—Warren Tipton

Assistants—Edward Meriwether, Carl Megowen

**1916**

Editor in Chief—Arthur Schmoeller

Assistants—Carline Goudie, Oscar Schoemmer

Art Editor—Marion Busse

Assistants—George Bennes, Cyrus Daniel,  
Mary Dawson

Business Manager—Robert Kelsey

Assistant—Ross Sherwood

**1917.**

Editor in Chief—Leland Winkler

Assistants—Harriet Rumsey, Perley Gaddis

Art Editor—Bernice Williamson

Assistants—Alice Nixon, Edith Challacombe.

Business Manager—Edward Ohnsorg

Assistants—Wm. Munger, Clement Meriwether

**1918**

Editor in Chief—Israel Streeper

Assistants—Elsie Schmoeller, Charles Wightman

Art Editor—Edwin Cox

Assistants—Edmund Hord, Helen Miller, Arthur Zoll.

Business Manager—Robt. Goulding

Assistants—Mark Maley, Harold Stafford

### **1919.**

Editor in Chief—Palmer Hancock

Assistants—Dale Benner, Christina Clyne  
Margaret Moran.

Art Editor—Talket Wells

Assistants—Milford Copley, Roberta Megowen

Business Manager—Dudley Harris

Assistants—Milton Cassella, Kenneth Beach

## **2. The Piasa Quill.**

The Piasa Quill was organized as a monthly literary magazine in 1908 and continued through many difficulties, to the end of 1911. The Quill was managed largely by the Senior Class as the Juniors still published the Tatler, and was much indebted to Miss Helen Naylor, (now Mrs. Wm. Armstrong) for her faithful assistance, but at length it was decided that the school could not support two such expensive publications and since The Tatler had precedence in point of time, The Piasa Quill was discontinued. Perhaps some Senior Class in the future may prove ambitious enough to revive it.

Following are the staffs for the various years:

**1908**

Editor in Chief—Wilmot Black

Literary—Mayme Coleman

News—Richard Sparks

Athletics—Kendall Hopkins

Alumni—Carolyn Wempen

Business Manager—Harry Johnston

Assistants—Thos. Stanton, Jas. Coleman, Carl Hartman.

**1909.**

Editor in Chief—Mayme Coleman

Literary—Dorothy Dorsey

News—Martin Bristow

Art—Eunice Lavenue

Athletics—Sanford Taylor

Alumni—Carrie Rich

Business Manager—Leland Osborn

Assistants—Jas. Coleman, Jos. Wright, Carl Hartman, Bert Henney

**1910.**

Editor in Chief—Frederic Norton

Literary—Elizabeth Dorman

News—Edith Lowe

Athletics—John Ryrie

Alumni—Bertha Ferguson

Business Manager—Carl Volz



Assistants—Martha Stanley, Walter Wood, Bert Russell, Washington McDonald, Courtney Perrin.

### 1911.

Editor in Chief—Frank Morfoot

Literary—Gladys May

News—Frances Hurlbutt.

Athletics—Elliott S. Taylor

Business Manager—Alvira Haley

Assistants—Helen Boals, Bessie Stallings, Bert Russell, Edwin Bauer, Helen Hudgens, Edmond Gill, Marguerite Boyd, Edith Daniel.

## VII. MUSICAL ORGANIZATIONS

### 1. The Glee Clubs.

a. The Girls' Glee Club or Chorus was organized by Miss Minnie Boals in 1903 upon our entry into the present high school building and has met every Monday evening at the close of school each school year since then. The work of the chorus is very interesting, and enjoyable as is shown by the steadily increasing number of girls who have taken advantage of its work, the membership having grown from about fifty to one hundred and thirty. Many times commencement music has been furnished by the members of the chorus when the graduating class could not furnish enough from its own

number. A quarter credit per year is given for this work. A fee of twenty-five cents per semester is asked to apply on purchase of new music.

b. The Boys' Glee Club was organized in 1904 by Mr. B. C. Richardson, and has been in existence every year up to the present time. This club offers the same training for the boys that the girls' chorus offers the girls, and meets every Wednesday night at the close of school. For several years a boys' quartet was maintained, selected from members of the glee club, but this has not been kept up. A quarter credit is given for each year's work. A fee of twenty-five cents per member for each semester is asked to assist in paying for new music.

c. In the second semester, February, 1919, Miss Mary Maguire, Music Supervisor for the Alton Public Schools and teacher of music in the High School, organized a new chorus, a mixed chorus for boys and girls, which meets at the close of school every Tuesday. This chorus has proved very popular indeed and bids fair to grow rapidly in the future. A quarter credit is given for a year's work.

## **2. The Orchestra.**

This organization has been of great use to

the school and has afforded much pleasure to its members. It was organized in 1905 with twelve pieces and was in existence up to 1917 with a membership varying from five to twenty. During 1918 the orchestra was suspended for lack of material, but in February of this year 1919, Miss Maguire re-organized the orchestra and we shall hope soon to have some music from the new organization. A quarter credit is given for a year's work.

## PART V—School Duties and Customs

### I. THE ASSEMBLY HALL.

There is no desire upon the part of the faculty or the principal to maintain severe discipline in the high school. Students are expected to conduct themselves in a ladylike or gentlemanly manner, to act naturally, to be courteous and considerate of others and to use the same self-control they would be expected to employ in any other orderly public assembly.

#### 1. The Study Hall.

In our school the assembly hall is also the study hall. Hence during study periods the room should be as quiet as possible. Students who desire to leave the room, may secure a pass card to whatever part of the building they may desire to go. Upon this card is shown the time of leaving and the room to which one is going. Upon his return, the card is again filled out as at first. In the study hall, one may ask as quietly as possible for a book, pencil, paper or similar articles, or may inquire where a lesson is, but long continued conversation is not permitted. Nothing should occur to detract from the fullest possible use of the study period.

## **2. Recess Periods.**

Between each two recitations a recess period of four minutes is given to enable students to relax, change their position, and also to allow the transfer of attention from one subject to another. During these periods, students may pass freely about the building, but should not leave the building without permission. The first signal given at the close of a study or recitation period is for the teachers alone, a warning signal that the end of the period is near. At the next period, the recess begins and lasts until the third signal when all students should be in the recitation rooms or in the study hall unless otherwise excused.

## **3. Assembly Periods.**

At 10:21 each morning, an assembly period of twenty minutes occurs when all students pass to the assembly hall where the roll is taken and announcements are made. Special programs are given on at least three mornings of the week thus giving the students a variety of entertainment and instruction. No student should be absent from this period unless he is absent from school or by special arrangement for good reasons. At this period also, the athletic celebrations are held, during which cheering for the

teams is given, also speeches from the various players and from the coach.

#### **4. Respect for Personal Property.**

Respect for the personal property of another is the mark of gentleman or a lady. The tendency to take paper, tablets, pencils, books and other articles without the permission of the owners is to be deplored and should be discouraged by every right thinking pupil. If each student will but take himself in hand, matters will be much improved.

## **II. THE LIBRARY.**

### **1. Order.**

The library is for the use of those who desire to consult authorities or to gather information or to borrow books. It is not a place for social visits or for fun making. Hence, students should at all times be quiet and orderly in the library. We are glad to say that this is the rule in the Roosevelt High School.

### **2. Care of Books.**

The books should always be handled with care, so that they may be kept in condition for the use of other students coming on. A beautiful book is a friend whom one ought never to insult by defacement.

### 3. System Used.

The library books are catalogued according to what is known as the Dewey Decimal System. By this plan books upon any subject represented in the library are easily found. A card catalogue also gives assistance in finding the desired book. Librarians are in charge during the day who will help anyone who may have trouble in finding information or books. The library is in charge of Miss Bertha Ferguson.

### 4. Students Cards.

Each student in school is entitled to the use of two borrower's cards for obtaining books. Those books which have been drawn may be kept two weeks and may then be renewed for two weeks more. After that, they must be returned to the librarian who will check off all books charged against the borrower.

The following is a list of magazines that may be found in the library. These are paid for by the Board of Education, and are for the use of the students:

Literary Digest, Independent, Outlook, World's Work, Scientific American and Supplement, Popular Science, Harpers, American City, Current Opinion, Current History, National Geographic Magazine and System.

Through the kindness of Mrs. H. M. Schweppe The Woman Citizen is also supplied.

It is requested, however, that the magazines should not be taken from the library without special permission.

### **5. The Librarians.**

The young ladies who act as librarians are all students in the high school. The work is beneficial and not only gives the girls greater insight into the use of large libraries, but Miss Ferguson the school Librarian, also, offers a course in Library Economics to these girls. Several young ladies who are now professional librarians, began as school librarians in the high school.

It is desired that every student feel free to make the fullest possible use of the library in connection with his school work. He should secure his two cards when first he enters high school and should also consult numerous works of reference to be found in the library such as encyclopedias, year books, biographical dictionaries, large and complete histories, biographies of writers and other noted men, complete works of well known authors, large works on science, standard fiction, etc. At present, the library contains over 2000 volumes.



### III. CLASS ORGANIZATIONS.

1. The student body is divided into eight classes known as follows:

- 1-1, those in first year, first semester.
- 1-2, those in first year, second semester.
- 2-1, those in second year, first semester.
- 2-2, those in second year, second semester.
- 3-1, those in third year, first semester.
- 3-2, those in third year, second semester.
- 4-1, those in fourth year, first semester.
- 4-2, those in fourth year, second semester.

A student ranks as follows:

- 1-1, less than  $1\frac{1}{2}$  credits.
- 1-2, full credit 2, not less than  $1\frac{1}{2}$ .
- 2-1, full credit 4, not less than  $3\frac{1}{2}$ .
- 2-2, full credit 6, not less than  $5\frac{1}{2}$ .
- 3-1, full credit 8, not less than  $7\frac{1}{2}$ .
- 3-2, full credit 10, not less than  $9\frac{1}{2}$ .
- 4-1, full credit 12, not less than  $11\frac{1}{2}$ .
- 4-2, full credit 14, not less than  $13\frac{1}{2}$ .

Graduate, full credit, 16.

2. All classes are organized with a president, vice president, and secretary. The president and secretary, if a boy and a girl, are members ex-officio of the Students' Council. If both are girls, a boy is appointed in place of one, or if both are boys, a girl is appointed similarly.

Class yells and songs are encouraged and class rivalry is permitted under proper conditions. Thus a series of class basket ball games is played, one set by boys, the other by girls. Each Spring a class track meet is held, in which each class enters its representatives, adopts colors and yells to encourage them and does its best to win the meet. In these events, the two half year classes usually join forces, so that we have really but four classes competing, namely Freshmen, Sophomores, Juniors and Seniors.

But no color fights or rushes are permitted under any circumstances as these tend to disturb the work of the school and often result in bitter feuds carried on through the year. All schools and colleges are gradually substituting athletic events, under competent officials, for the old free-for-all fight that belongs in the forgotten past.

#### **IV. THE NOON PERIOD.**

##### **1. The Cafeteria Plan.**

The Lunch Room is conducted upon the cafeteria plan, each portion being listed at five cents. The student buys a number of tickets beforehand and uses as many as he may desire for each meal. Each student is expected to take his place in line and receive the different articles of food as he passes along the counter and takes

his place at a table. All should be done quietly and in order without crowding or unnecessary noise. When many are to be served, one must have patience to wait until his turn to be helped.

## **2. Regulations.**

a. No dishes should be taken from the lunch room as this makes extra trouble for those who are handling the work.

b. Those who wish, may bring their own lunch, but if they desire to add anything from the cafeteria, they should eat their lunch in the cafeteria. Otherwise they may eat in the lunch rooms provided for those who do not eat in the cafeteria.

c. Students who prefer to go home, may secure a standing special excuse for one or both noon periods, having it signed by the teachers in charge of the study hall at that time. When a student eats in the cafeteria, or brings his lunch from home, he belongs in the study hall at the end of the first or second noon, which ever is used, unless he has a recitation.

## **V. CARE OF THE BUILDING.**

1. Students should take pride in keeping the building in good condition. They should remember that it belongs to the people of Alton, is loaned to them for the term of their course,

and should be turned over to their successors in as good or better condition than that in which it was received.

Frequently, students are thoughtless enough to deface the desks or walls of the building by writing or carving their names, initials, or some words or phrases thereon. This is not only unnecessary but is in exceedingly bad taste and should be discouraged by the student body. Other and more honorable records are kept of every student who enters the High School.

2. Much help too may be given by the students in keeping the rooms neat and orderly, by seeing that waste paper is placed in the baskets provided for that purpose, rather than thrown on the floor, or stuffed into vacant desks. Dropping or throwing chalk is not only inexcusably wasteful, but detracts from the appearance of the rooms. If everyone will be reasonably careful, the building will present a neat and tidy appearance at all times. The building is much freer from defacement than many schools; let us keep it so!

## **VI. CARE OF PERSONAL PROPERTY.**

1. Every student should learn to be careful of his own property. Books and clothing ought not to be left about the halls nor in the recita-

tion rooms nor on the grounds. They belong in the desks and cloak rooms. Many articles which are reported stolen have afterwards been found where they had been carelessly left by their owners.

2. In a public institution where all classes of people assemble, it is not always possible to be sure that one's property rights will be respected; hence, it is suggested that, following the custom in hotels, Y. M. C. A. buildings and other public institutions, those who bring money or valuables to school should either keep them about their person or leave them at the office, where they will be cared for satisfactorily.

3. All lost and found articles should be reported at the office, so that those who have lost anything may recover it by inquiring at the office. Those articles which are found and brought to the office are credited to the finder and if no one calls for these articles, they become the property of the one who finds them.

## **VII. TIME HONORED CUSTOMS.**

1. It has been the custom many years to have all athletic celebrations on Fridays and Mondays at the Assembly Period. On Fridays the celebration is held as a send-off and encouragement for the teams while on Monday the students cel-

celebrate the victory or the good fight which was put up by the team. The exercises usually consist of yells and cheers for each member of the team, occasionally a few songs, and some speeches by the players and the coach.

2. "Rough Neck Day" has been observed several times by the boys who dress in as disreputable a manner as possible and ever delight in shocking the student body by their outlandish attire. Permission is always given to have this function when it is asked.

3. Similarly the girls have what is known as "Kid Day" when each girl dresses in as youthful a manner as possible, wearing short dresses, hair down back and so forth. This is always permitted when asked for by the girls.

4. From one to three yell leaders are selected from the student body, who call for speeches, lead in cheering and promote school spirit and school loyalty in every possible way.

## VIII. RECOGNITION AND HONORS.

### 1. The School Letter.

Although the name of the High School has been changed, it was the wish of the students to keep the letter "A" as a school letter.

The following conditions governing the award of the letter have been adopted:

### **A. ATHLETIC EVENTS.**

#### **(1) Football.**

A twelve inch block red letter "A" shall be awarded to those players of the first team who take part in three-fourths of the quarters of all football games played during the season.

A six inch block red letter "A" shall be awarded to all players of the second team under the same conditions as those for the first team, provided that the team so desires.

#### **(2) Basketball.**

A ten inch old English red letter "A" shall be awarded to all players of the first team who take part in three-fourths of the games played during the season.

A six inch old English red letter "A" shall be awarded to all players of the second team under the same conditions as those for the first team, provided that the team so desires.

The letter may be awarded also for participation in the State Tournament.

#### **(3) Track.**

A ten inch old English red letter "A" shall be awarded to all students who represent this High School in an interscholastic or dual meet.

**(4) Baseball.**

A ten inch old English red letter "A" shall be awarded to all students who represent the High School in three-fourths of the games of baseball played during the season with other high schools.

**(5) Girls Basketball.**

A five inch monogram red letter "A" shall be awarded to all girls who participate in three-fourths of the match games played by a team which wins a majority of it's games.

**B. INTELLECTUAL EVENTS.****(1) Debate**

An eight inch old English gray letter "A" shall be awarded to all students who represent this High School in interscholastic debate.

**(2). Extempo and Oration.**

An eight inch old English gray letter "A" shall be awarded to all students who represent this school in any interscholastic contest in public speaking.

**(3) Tatler.**

A five inch monogram "A" shall be awarded to all members of the Tatler Staff, who remain on the staff until the date of publication.

In the case of both the athletic and intellect-



ual events, the right is reserved to with-hold a letter on account of conduct unbecoming a member of the High School, either as an athlete or as a representative of an intellectual contest. Also in the case of injury or sickness the letter may be awarded by the decision of the principal, the coach and the captain of the team.

Letters will be awarded at the end of each semester and will be given only to those students who complete fifteen hours work each semester.

### **C. SCHOLARSHIP RECOGNITION**

#### **(1) High Honors**

A gold alpha shall be awarded to all students who shall have earned grades, three-fourths of which are A's and no grade below B, during the entire high school course.

Such students shall be placed on the high honor roll for each semester and shall be known as "high honor students."

#### **(2) Honors.**

Honorable mention shall be given to all students who shall have received at least ten A's with no grade below B.

These students shall be placed on the honor roll for each semester and shall be known as "honor students."

It is understood that the conduct of honor students shall be satisfactory in every respect.

**(3) Attendance Recognition.**

(a) A silver alpha shall be awarded to all those students who have been neither absent nor tardy during the entire High School course.

(b) Honorable mention shall be given to all students who have been neither absent nor tardy for three-fourths of the semesters of their High School course.

**(c) Recognition Honors.**

These honors are given those who have been most active in promoting the social activities of the High School—the award together with a list of the activities in which the pupil has been engaged is published in the Tatler.

**Valedictory.**

The office of class valedictorian shall be awarded by a vote of the faculty, and shall be based upon highest grades, participation in school activities, general conduct, and personal development for the entire High School course. It shall constitute the highest honor in the gift of the school, and to the valedictorian shall be awarded the four year scholarship, granted to this school by Shurtleff College.

In case the valedictorian fails to use the scholarship, it may be awarded to the pupil having the next highest qualifications.

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*"Seest thou a man diligent in his business? He shall stand before Kings."*



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